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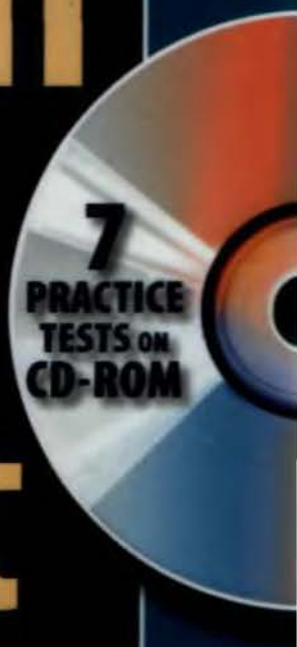
iBT Internet-Based Test

Cambridge Preparation for the TOEFL® Test

Fourth Edition



Jolene Gear • Robert Gear

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To the Student

ABOUT THE BOOK

Cambridge Preparation for the TOEFL® Test, Fourth Edition, helps you build the skills necessary to successfully answer the questions and complete the tasks on the TOEFL® iBT test. It also thoroughly familiarizes you with the TOEFL test format and teaches test-taking strategies to help you improve your scores.

The book and its accompanying CD-ROM, which features seven practice tests, may be used as a classroom text or for self-study. An extensive audio program is available on audio cassette or audio CD.

In addition to helping you prepare for the TOEFL iBT test, this book and CD-ROM will give you the opportunity to develop skills that will help you succeed in your academic work.

IMPORTANT FEATURES OF THIS PROGRAM

- An **Introduction** that describes the sections of the TOEFL test and how they are scored, and offers tips for taking the TOEFL test successfully.
- A thorough **explanation** of how to answer questions on the test.
- A comprehensive **Table of Contents** that identifies the focus of every exercise in the book.
- An accompanying **CD-ROM** that features seven complete practice tests in the TOEFL iBT format.
- A **Diagnostic Test** that helps you pinpoint your weaknesses in English and then directs you to the exercises that will strengthen those areas. You may take this test on the CD-ROM (Test 1) or as a paper test in this book.
- A **Building Supporting Skills** section that provides help in note taking, paraphrasing and summarizing, increasing your vocabulary, improving your pronunciation, reviewing grammar, and developing learner strategies such as setting goals and organizing a study schedule.
- Test-taking **strategies** for each of the four sections of the TOEFL test: Reading, Listening, Speaking, and Writing.
- **Exercises** that isolate and gradually build specific skills needed for success on the TOEFL test.
- **Mini-tests** that use the TOEFL iBT test format and allow you to check your mastery of a particular set of skills.
- **Section Practice Tests** in the TOEFL iBT format at the end of the Reading, Listening, Speaking, and Writing sections. Each of these tests measures whether you have mastered the skills in that section. These Section Practice Tests are combined to form one complete practice test on the CD-ROM (Test 2).

- Two full-length **Practice Tests** at the end of the book, which give you further practice with the TOEFL test format and test-taking strategies. The answer keys to these Practice Tests direct you to exercises that will help you strengthen the areas that are causing you difficulties. These tests appear on the CD-ROM as Tests 3 and 4.
- An explanatory **Answer Key** that gives reasons for correct and incorrect answers for exercises and tests and refers you to relevant skill-building exercises.
- **Checklists** for evaluating your responses to essay questions and speaking questions.
- **Cassettes** or **audio CDs** that include all of the listening material for the exercises and Practice Tests in the book. As planned for the actual TOEFL iBT test, speakers with different English accents are used occasionally in the Practice Tests to give you the opportunity to hear a variety of native accents.
- Complete **Audio Scripts** of all of the listening material in the audio program. The scripts aid you in checking your answers by allowing you to compare your responses with what you actually heard.
- An **Index** that allows you to easily locate exercises that build specific skills (for example: making inferences) or practice grammar points (for example: subject-verb agreement).
- **Cross-references** that indicate the pages where explanations or related exercises can be found.

IMPORTANT FEATURES OF THE CD-ROM

- **Seven complete practice tests**, which consist of the four tests that are found in the book (the Diagnostic Test, the combined Section Practice Tests, and Practice Tests 1 and 2) as well as three additional tests that are not included in the book. All seven tests on the CD-ROM simulate the experience of taking the TOEFL iBT test online.
- Screen **icons** and layouts designed to familiarize you with the appearance of the TOEFL iBT computer screens.
- **Two options** that give you the choice of taking each test either as a simulated TOEFL test (Test Mode) or with access to answers and explanations during or following the test (Practice Mode).
- A **bookmark option** that allows you to stop the program during a test and come back to the same place to continue later.
- A **section choice option** in Practice Mode that allows you to choose a particular test section where you may want to focus more attention.
- A **show text option** in Practice Mode that allows you to read the audio script as you listen.
- An **Answer Key** that explains the correct answers and refers you to relevant skill-building exercises in the book.
- **Scored sample essays** for all independent essay questions and **scored sample speaking responses** for all speaking questions.

HOW TO USE THE COMPLETE *CAMBRIDGE PREPARATION FOR THE TOEFL® TEST* PROGRAM

Follow these steps to get the most benefit from your TOEFL iBT test preparation:

1. Read the explanations beginning on page XXXVII (Taking the TOEFL® Test Online) and look at the example screens in the Reading, Listening, Speaking, and Writing sections of the book to learn how to answer the types of questions you will see on the TOEFL test.
2. Take the Diagnostic Test on the CD-ROM (Test 1) or the Diagnostic Test in the book beginning on page 1. This will highlight areas that you need to concentrate on so that you will not spend time studying material you already know well.
3. Take the Diagnostic Test on the CD-ROM in Practice Mode to receive instant feedback that will direct you to relevant skill-building exercises in the book. If you take the test in Test Mode, you will receive feedback after you have completed the test.

   If you take the Diagnostic Test in the book, check your answers using the Answer Key. For every wrong answer, the Answer Key will direct you to exercises that will build the skills you need in order to answer that type of question correctly.
4. Use the Building Supporting Skills section to plan your course of study and strengthen the supporting skills that will help you succeed.
5. Read the Strategies boxes at the beginning of the Reading, Listening, Speaking, and Writing sections.
6. Work through the exercises that concentrate on the skills you need to develop. Take the Mini-tests as you proceed through a section to check your progress.
7. When you have finished all the relevant exercises in a particular section, take the Section Practice Test at the end of that section or take that section of CD-ROM Test 2. For example, once you have worked through the Listening section, take the Listening Section Practice Test in the book or do the Listening Section of Test 2 on the CD-ROM.
8. Take Practice Test 1 in the book or on the CD-ROM (Test 3). You may want to take it halfway through your course of study to confirm your progress. If you take the test in the book, check your answers using the Answer Key. The Answer Key will direct you to exercises in the book that will help you build the skills you need in order to answer that type of question correctly. On the CD-ROM, you will receive the same answer feedback in Practice Mode.
9. Take Practice Test 2 (CD-ROM Test 4) later in your course of study, or, if you are taking only the book tests, leave it to take as a final check before taking the actual TOEFL test.
10. If you are using the CD-ROM, take CD-ROM Tests 5, 6, and 7 in Test Mode as final preparation for the timed TOEFL test.

Important Notes

It is not necessary to do every exercise in this book in preparation for the TOEFL test. Concentrate on the exercises addressing your weaknesses as indicated by the Diagnostic Test and the Practice Tests. Moreover, it is not necessary to complete all of the items

within an exercise. If you discover that an exercise is too easy for you, go on to an exercise that is more challenging.

When taking a test on the CD-ROM in Test Mode, you have a fixed amount of time in which to complete the Reading and Listening sections, but you can move through individual questions at your own pace. In order to complete all the questions within the time limit, pace yourself by paying attention to the number of questions and time remaining. In the Speaking and Writing sections, you will be given a fixed amount of time to organize and respond to each task, as on the TOEFL test.

On the cassettes and audio CDs, the Listening section of the Practice Tests and the Listening Mini-tests give you 10 seconds to answer each question. If you need more time, pause the cassette or audio CD.

In the Speaking section of the Practice Tests, pause the cassette or audio CD while you record your response. In the Writing sections, stop the cassette or audio CD player while you write your essays.

The audio program for the skill-building exercises gives you 10 seconds to answer multiple choice and short-answer questions. For exercises in which you write or speak an answer for each item, pause the cassette or audio CD while you write.

The following chart shows the relationship of the CD-ROM tests to the tests in the book.

CD-ROM Test	Corresponding Book Test
Test 1	Diagnostic Test
Test 2	Section Practice Tests combined
Test 3	Practice Test 1
Test 4	Practice Test 2
Test 5	(CD-ROM only)
Test 6	(CD-ROM only)
Test 7	(CD-ROM only)

BEFORE YOU BEGIN

Before you use this book, take the Diagnostic Test, which is Test 1 on the CD-ROM that accompanies this book. You can also take the Diagnostic Test in this book.

Taking the Diagnostic Test on the computer

If you have access to a computer on which to use the CD-ROM, it is suggested that you take the Diagnostic Test (Test 1) on the computer. This will allow you to experience a simulation of the actual TOEFL iBT test. If you are unsure of TOEFL test procedures, read Taking the TOEFL® Test Online on pages XXXVII–XLII.

Before taking a test on the computer, arrange to have a quiet place where you will not be disturbed for the duration of the test. The Diagnostic Test will take approximately three hours.

The CD-ROM will pace you through the test and provide you with an approximate score for the Reading and Listening sections. After you have finished the test, you can see a list of the questions that you answered incorrectly. For each incorrect answer, you will be referred to a section of the book that will help you answer questions of this type. For example, you may see, "See Exercises L9–L12."

During the Listening section of the actual test, you may not go back to check your work or change your answers. However, you may go back to review your work in the Reading section before time runs out.

Taking the Diagnostic Test on paper

If you do not have access to a computer, take the Diagnostic Test on pages 1–38 in this book. The presentation of the questions in this book is similar to the way they will look on the computer screen. Before taking one of the tests, make the following preparations:

1. Arrange to have a quiet room where you will not be disturbed for the duration of the test. The Diagnostic Test will take approximately three hours.
2. Bring the following items: a cassette or CD player; the cassette or CD that contains the Diagnostic Test; two sharpened black-lead pencils with erasers; and a watch, a clock, or a timer. You will also need a device for recording your speaking responses.
3. Bring extra paper if you do not want to write in the book. You will also need paper on which to take notes and to respond to the writing tasks.

When you have completed the test, check your answers against the Answer Key that starts on page 525. If you chose a wrong answer, the Answer Key will tell you which exercises in the book will help you improve in that area. For example, you may see, "See Exercises L9–L12."

To the Teacher

- The skills that your students practice in this book will help them be successful not only on the TOEFL test, but in their academic work in general.
- The Diagnostic Test will show you the areas that your students need to concentrate on the most. Do not feel that every exercise, or all items within an exercise, must be completed.
- You may want to encourage your students to take some of the CD-ROM practice tests using Test Mode, which simulates the test conditions that they will experience during the actual online test, and some using Practice Mode, which gives students the option of checking each answer and receiving feedback while working through the test.
- The audio program for the skill-building exercises gives students 10 seconds to answer multiple choice and short-answer questions. If students need more time, pause the cassette or audio CD. For all exercises in which students write or speak, pause the cassette or audio CD while they respond.

  In the Practice Tests, the Listening section questions give students 10 seconds to choose an answer. If they need more time, pause the cassette or audio CD. For the Speaking and Writing sections of the Practice Tests, pause or stop the audio program while students respond to each question.
- Use the exercises in the four Building Skills sections (Reading, Listening, Speaking, and Writing) to build skills in other areas. For example:

  Your students will encounter unfamiliar vocabulary throughout the Reading, Listening, Speaking, and Writing sections. Some of these words will be useful to learn in order to improve not only reading and listening skills but also to build vocabulary for use in the Speaking and Writing sections. Help students identify which of the words are useful and which may never be encountered again.

  Making inferences, drawing conclusions, and identifying topics are important skills to acquire for success in all test sections.

  Understanding the grammatical structure of a sentence is important for reading and listening comprehension as well as for using these structures for writing or speaking fluently.

  The formats of Listening lectures, Reading passages, and spoken and written responses are similar; that is, they all begin with an introduction that includes the topic, continue with ideas that support the topic, and end with a conclusion.
- In class, focus on areas that most of your students are having trouble understanding, as indicated by the Diagnostic Test. Homework assignments can be individualized so that each student can focus on his or her specific areas of difficulty.
- Stress to your students that all English language experience is useful in studying for the TOEFL test. In addition to the exercises in the book, you may wish to assign related homework or in-class activities. Watching a debate or interview on TV or listening to a talk show on the radio gives students the opportunity to hear speakers who are not following a script. Taking notes while listening to an online lecture or while reading articles in an English-language newspaper or magazine is also a useful assignment.

Introduction to the TOEFL® Test

REASONS FOR TAKING THE TOEFL TEST

The Test of English as a Foreign Language (TOEFL) is an examination that is administered by the Educational Testing Service (ETS) and is used to evaluate a nonnative English speaker's proficiency in the English language. Many North American colleges and universities, as well as a large number of institutions, agencies, and programs, ask for official TOEFL test scores during the admissions process. An acceptable score on the TOEFL test depends on the specific requirements of the particular institution or agency involved.

Requirements vary from institution to institution. You should check with the institutions or agencies you are applying to for their specific requirements. To be admitted to a North American college or university, you will probably need a TOEFL iBT score of 53 to 80 (a TOEFL paper-test score of 475 to 550 or a TOEFL computer-test score of 153 to 213). Although some colleges will accept students with a score under 45 (a paper-test score of 450 or computer-test score of 133), usually those students are required to enroll in remedial classes or in ESL classes as part of their course of study. Other colleges and universities will require a higher score of 100+ (600+ on the paper test or 250+ on the computer test). This score is frequently required for students who wish to work at the graduate level.

A few colleges and universities do not require nonnative English-speaking students to take the TOEFL test. They may, however, have their own English proficiency exam that students are required to take. Because these exams test the same skills as the TOEFL test, preparing yourself for the TOEFL test is a good way to prepare for any English proficiency exam.

Until the TOEFL iBT test has become available worldwide, whether you take the Internet-based, computer-based, or paper-based TOEFL test will depend on where you live or the circumstances under which you are taking the test. You should find out which test you will be taking so that you can become familiar with that particular test format and requirements.

For practice test materials and information about the paper-based and the computer-based TOEFL test, see *Cambridge Preparation for the TOEFL® Test*, Third Edition.

TAKING THE TOEFL iBT TEST

The TOEFL iBT test will be administered on fixed dates in a network of secure Internet-based test centers. Most areas where the test is offered will have 30 to 40 administrations per year, but the number will vary based on the number of test-takers and test center capacity.

Most colleges accept only the official score report received directly from ETS. When you register for the test, you may designate up to four institutions you would like your scores to be sent to. These may be modified until 10:00 p.m. on the day before the test. You may also order additional score reports. Your scores will be sent to you and to your designated recipients 15 business days after you take the test.

Plan on being at the test center for up to five hours. The total time for taking the TOEFL iBT test is about four hours. Remember that in addition to the actual test-taking time, time is needed for checking identification, following the score reporting procedures, taking the 10-minute break, etc.

Unlike the computer-based and paper-based tests, you can take the TOEFL iBT test as many times as it is given. However, colleges and universities usually consider only the most recent score. ETS keeps records of scores for two years. You will probably have to take the test again if your score report is more than two years old.

The TOEFL® Information and Registration Bulletin

The TOEFL® *Information and Registration Bulletin* is available at many educational advising centers, colleges, universities, and libraries. The *Bulletin* includes the necessary registration forms and the instructions for completing the forms, as well as information concerning methods of payment, special services, identification requirements, testing sites, and refund policy. Be sure to request the correct *Bulletin* for the test you are taking (Internet, computer, or paper). To receive the *Bulletin*, write to:

TOEFL Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151
USA

Fax: 609-771-7500

E-mail: toefl@ets.org

If you have access to the Internet, you can download the *Bulletin* from the ETS Web site: http://www.ets.org/toefl

Test center information will be posted on the TOEFL Web site and updated regularly. You can register for the test online, by phone, or by mail.

TOEFL iBT FORMAT AND SCORING

Test format

The format of each of the four sections of the TOEFL iBT test is outlined in the chart below. Keep in mind that some test-takers will receive more Reading passages, and some will receive more Listening passages. You will not know ahead of time which test you will receive.

TOEFL iBT Test Format

Section	Number of Passages	Number of Tasks, or Questions Per Passage	Answering Time
Reading	3–5	12–14	60–100 minutes
Listening	4–6 lectures 2–3 conversations	6 5	60–90 minutes
Speaking		6	20 minutes
Writing		2	50 minutes

Scoring information

Each section of the TOEFL iBT test is scored separately. The number of points received for each section is converted to a scaled score of 0–30, for a combined total possible score of 120, as shown below.

Reading	0–30
Listening	0–30
Speaking	0–30
Writing	0–30
Total Score	**0–120**

Calculating scores for Practice Tests

Follow the guidelines below to calculate your scores for the Practice Tests in this book. The rubrics for scoring the Speaking and Writing sections of these tests are the rubrics used by ETS. The guidelines for scoring the Reading and Listening sections are a simplified version of the scoring system used by ETS. Note that the actual scores for each TOEFL test administered by ETS are adjusted slightly based on the raw scores received by the students who took the test.

Reading and Listening sections

In the Reading and Listening sections, most questions are worth one point. Chart and summary questions are worth more than one point. The test will indicate the number of points for questions that are worth more than one point. To calculate your score for chart or summary questions, use the charts below.

Chart Questions	
Number of Correct Matches	Number of Points
0	0
1	0
2	1
3	1
4	2
5	2
6	3
7	4

Summary Questions	
Number of Correct Matches	Number of Points
0	0
1	0
2	1
3	2

To calculate your score in the Reading and Listening sections, total the number of points for all your correct answers in each section, calculate the percentage correct, and find your converted scores in the chart below.

For example, if you received 38 points out of a possible total of 42 points in the Reading section, you would divide 38 by 42 to get 90 percent. Look at the chart to find the range that includes 90 percent. Your converted scaled score is 27.

If you had 24 points out of a possible 25 in the Listening section, you would divide 24 by 25 to get 96 percent. Look at the chart to find the range that includes 96 percent. Your converted scaled score is 29.

Converting Reading and Listening scores to scaled scores

Correct Answer Percentages	Converted Scores
98.3 – 100%	30
95 – 98.2%	29
91.7 – 94.9%	28
88.3 – 91.6%	27
85 – 88.2%	26
81.7 – 84.9%	25
78.3 – 81.6%	24
75 – 78.2%	23
71.7 – 74.9%	22
68.3 – 71.6%	21
65 – 68.2%	20
61.7 – 64.9%	19
58.3 – 61.6%	18
55 – 58.2%	17
51.7 – 54.9%	16
48.3 – 51.6%	15

Correct Answer Percentages	Converted Scores
45 – 48.2%	14
41.7 – 44.9%	13
38.3 – 41.6%	12
35 – 38.2%	11
31.7 – 34.9%	10
28.3 – 31.6%	9
25 – 28.2%	8
21.7 – 24.9%	7
18.3 – 21.6%	6
15 – 18.2%	5
11.7 – 14.9%	4
8.3 – 11.6%	3
5 – 8.2%	2
1.7 – 4.9%	1
0 – 1.6%	0

Speaking and Writing sections

Each Speaking task is worth 4 points and each Writing task is worth 5 points. The rubrics below show the ETS scoring standards for the independent and integrated tasks in the Speaking and Writing sections. Use these rubrics to calculate raw scores for your speaking and writing responses. The ETS scorers who evaluate the Speaking and Writing sections of the TOEFL iBT test follow these rubrics as well.

TOEFL iBT Test
Independent Speaking Rubrics (Scoring Standards)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited and usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.

Score	General Description	Delivery	Language Use	Topic Development
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Test
Integrated Speaking Rubrics (Scoring Standards)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

Score	General Description	Delivery	Language Use	Topic Development
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or over-all coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but they typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Test
Independent Writing Rubrics (Scoring Standards)

Score	Task Description
5	**An essay at this level largely accomplishes all of the following:** • effectively addresses the topic and task • is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details • displays unity, progression, and coherence • displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	**An essay at this level largely accomplishes all of the following:** • addresses the topic and task well, though some points may not be fully elaborated • is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details • displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections • displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	**An essay at this level is marked by one or more of the following:** • addresses the topic and task using somewhat developed explanations, exemplifications, and/or details • displays unity, progression, and coherence, though connection of ideas may be occasionally obscured • may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning • may display accurate but limited range of syntactic structures and vocabulary
2	**An essay at this level may reveal one or more of the following weaknesses:** • limited development in response to the topic and task • inadequate organization or connection of ideas • inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task • a noticeably inappropriate choice of words or word forms • an accumulation of errors in sentence structure and/or usage
1	**An essay at this level is seriously flawed by one or more of the following weaknesses:** • serious disorganization or underdevelopment • little or no detail, or irrelevant specifics, or questionable responsiveness to the task • serious and frequent errors in sentence structure or usage
0	**An essay at this level** merely copies words from the topic, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

TOEFL iBT Test

Integrated Writing Rubrics (Scoring Standards)

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but it is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading. A response at this level is marked by one or more of the following: • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Converting rubric scores to scaled scores for Speaking and Writing

After you have evaluated your speaking and writing tasks, find your scaled scores as described below.

Add your six scores for the speaking tasks and divide by 6. This will give you your mean score for speaking. Then look at the chart below to find the scaled score for that mean. For example, if you scored 4 on three of your speaking tasks, 3 on two tasks and 2 on one task, you would add 4 + 4 + 4 + 3 + 3 + 2 to get 20. Divide 20 by 6 to get 3.33. Look at the chart below and find 3.33 in the Speaking Rubric Mean column. Your scaled score would be 26.

Add your two scores for the writing tasks and divide that score by 2. This will give you your mean score for writing. For example, if you scored a 5 on one writing task and a 4 on the other, add 5 + 4 to get 9. Divide 9 by 2 to get 4.5. Then look at the chart below to find 4.5 in the Writing Rubric Mean column. Your scaled score would be 28.

TOEFL® iBT Test
Converting Rubric Scores to Scaled Scores

Speaking Rubric Mean	Scaled Score
4.00	30
3.83	29
3.66	28
3.50	27
3.33	26
3.16	24
3.00	23
2.83	22
2.66	20
2.50	19
2.33	18
2.16	15
2.00	14
1.83	13
1.66	11
1.50	10
1.33	9
1.16	8
1.00	6
	5
	4
	3
	1
	0

Writing Rubric Mean	Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
	7
	5
	4
	0

Example score calculation

The chart below shows the calculations for the scores that were used as examples in this section.

Example Calculation

Section	Score	Mean Score	Converted Score
Reading	38 ÷ 42 = 90%		27
Listening	24 ÷ 25 = 96%		29
Speaking			
Task 1	4		
Task 2	3		
Task 3	3		
Task 4	4		
Task 5	4		
Task 6	2		
Total divided by 6	20 ÷ 6	3.33	26
Writing			
Task 1	5		
Task 2	4		
Total divided by 2	9 ÷ 2	4.5	28
		TOEFL score	110

Photocopy the following worksheet for calculating your scores for the Diagnostic Test, Section Tests, and Practice Tests.

Worksheet for calculating your scores

Section	Score	Mean Score	Converted Score
Reading	÷ = %		
Listening	÷ = %		
Speaking			
Task 1			
Task 2			
Task 3			
Task 4			
Task 5			
Task 6			
Total divided by 6			
Writing			
Task 1			
Task 2			
Total divided by 2			
		TOEFL score	

Total score comparisons with other versions of the TOEFL test

The charts below show the total score comparisons for the Internet-based, computer-based, and paper-based versions of the TOEFL test.

TOEFL Total Score Comparisons

Score Comparison		
Internet Total	**Computer Total**	**Paper Total**
120	300	677
120	297	673
119	293	670
118	290	667
117	287	660–663
116	283	657
114–115	280	650–653
113	277	647
111–112	273	640–643
110	270	637
109	267	630–633
106–108	263	623–627
105	260	617–620
103–104	257	613
101–102	253	607–610
100	250	600–603
98–99	247	597
96–97	243	590–593
94–95	240	587
92–93	237	580–583
90–91	233	577
88–89	230	570–573
86–87	227	567
84–85	223	563
83	220	557–560
81–82	217	553
79–80	213	550
77–78	210	547
76	207	540–543
74–75	203	537
72–73	200	533
71	197	527–530
69–70	193	523
68	190	520
66–67	187	517

Score Comparison (continued)		
Internet Total	**Computer Total**	**Paper Total**
65	183	513
64	180	507–510
62–63	177	503
61	173	500
59–60	170	497
58	167	493
57	163	487–490
56	160	483
54–55	157	480
53	153	477
52	150	470–473
51	147	467
49–50	143	463
48	140	460
47	137	457
45–46	133	450–453
44	130	447
43	127	443
41–42	123	437–440
40	120	433
39	117	430
38	113	423–427
36–37	110	420
35	107	417
34	103	410–413
33	100	407
32	97	400–403
30–31	93	397
29	90	390–393
28	87	387
26–27	83	380–383
25	80	377
24	77	370–373
23	73	363–367
22	70	357–360

Score Comparison (continued)		
Internet Total	**Computer Total**	**Paper Total**
21	67	353
19–20	63	347–350
18	60	340–343
17	57	333–337
16	53	330
15	50	323–327
14	47	317–320
13	43	313
12	40	310
11	37	310
9	33	310

Score Comparison (continued)		
Internet Total	**Computer Total**	**Paper Total**
8	30	310
7	27	310
6	23	310
5	20	310
4	17	310
3	13	310
2	10	310
1	7	310
0	3	310
0	0	310

Range Comparison

Internet-Based Test	Computer-Based Test	Paper-Based Test
111–120	273–300	640–677
96–110	243–270	590–637
79–95	213–240	550–587
65–78	183–210	513–547
53–64	153–180	477–510
41–52	123–150	437–473
30–40	93–120	397–433
19–29	63–90	347–393
9–18	33–60	310–343
0–8	0–30	310

Note: The paper-based total score does not include writing. The paper-based and computer-based total scores do not include speaking.

HOW TO TAKE THE TOEFL iBT TEST SUCCESSFULLY

Preparing for the TOEFL iBT test

1. If you do not have a sound basic knowledge of English, it is best to take English language courses before taking a TOEFL test preparation course. Preparation materials are designed to help you improve your scores through reviewing English and becoming familiar with the testing procedures and format.
2. Begin your test preparation as soon as you decide to take the exam. It will not be useful to try to learn everything the week before the exam date.
3. Study on a regular basis. Studying a small amount of material daily is more effective than studying a large amount in one sitting.
4. All English practice is helpful. Watching a movie or listening to a radio program in English is good for building your listening comprehension skills. Reading English newspaper or magazine articles will improve your reading comprehension skills. Speaking English, even with a nonnative speaker, will help you improve your speaking fluency. Systematically add new words to your vocabulary. Even though these activities are not directly related to the TOEFL test, they will help you.
5. Work carefully through the book exercises in *Cambridge Preparation for the TOEFL® Test* in the skill areas that the Diagnostic Test identifies as your weak areas. Once you have mastered the skills in your weak areas, you may want to choose other exercises to improve your strong skills even further. However, it is best to concentrate the most effort on your weaker areas.
6. Practice budgeting your time. The TOEFL test is taken under strict time limits. Effective time management is a key to doing well on the test. Learn to use your time wisely so that you can complete each section.
7. Use the CD-ROM tests or the information at the beginning of the Reading, Listening, Speaking, and Writing sections of this book to become familiar with the test format and how to answer the kinds of questions and respond to the kinds of tasks in each section.
8. Know your goal. Visit the Web site or write to the administration office of the college or university of your choice, and ask for their entrance requirements. They will confirm the minimum TOEFL score required for admission.

Taking the Internet-based test

1. The TOEFL iBT test is an Internet-based test. The actual test is delivered via the Internet at secure, official test centers. You will have your own workstation and headset and you will be able to control the volume on your headset. Test-takers cannot take the official test at home.
2. Listen and read the instructions carefully. If you do not follow the instructions correctly, you will get a computer message instructing you to go back and follow the instructions, causing you to lose valuable time.
3. Some passages in the Reading section include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.
4. When you want to move on to the next question in the Reading section, click on **Next**. You can skip questions and go back to those in the part you are working on as long as there is time remaining. A clock at the top of the screen will show you how much

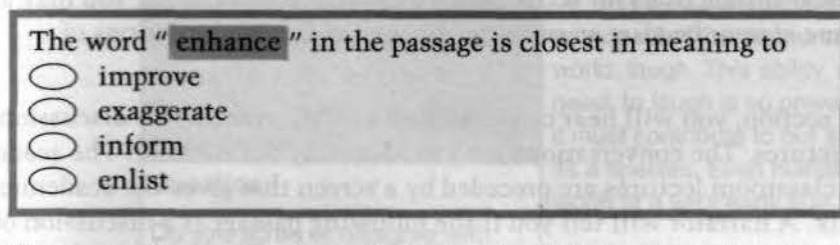
time is remaining. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time, and the review screen will show you which questions you have answered and which you have not. From this review screen, you may go directly to any question you have already seen in the part of the Reading section you are working on.

5. In the Listening section, you must answer every question. After you answer, click on **Next**. Then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions. A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening to test material.
6. In the Speaking section of the test, you will answer six questions by speaking into the microphone on your headset. For each question you will be given a short time to prepare your response. A clock on the screen will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.
7. For the first writing task, you will read a passage and listen to a lecture and then type your answer to a question based on what you have read and heard. For the second writing task, you will have to type an answer to a question based on your own knowledge and experience. A clock on the screen will show how much response time is remaining for each task.

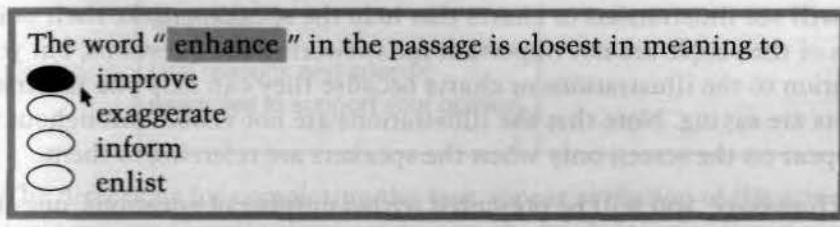
Taking the TOEFL® Test Online

You will use a computer to take the TOEFL iBT test. In the Reading and Listening sections, you will use a mouse to select the answers to the questions. For recording your speaking tasks in the Speaking section, you will use the microphone on your headset. In the Writing section, you will type your responses to the tasks using the computer keyboard.

Here is an example of a typical question on the TOEFL iBT test:



To answer the question, use the mouse to click on the oval next to the choice that you want or on the answer text itself. As shown below, the oval will darken to show your selection. To change your answer, simply click on another answer choice.



When you are sure that you have selected the answer you want, click on the **Next** icon.

READING SECTION

In the Reading section, the reading passages appear on the right side of the screen. The questions for each passage appear on the left side of the screen. The passages are usually too long to fit on the screen all at once. To read the entire passage, scroll down the screen. You can scroll down in two ways. First, you can click on the down arrow at the bottom of the vertical scroll bar and click the mouse repeatedly (or hold the mouse button down to scroll fast). The other way to scroll down is to click on the square button within the scroll bar and drag it down.

The first time that you see a passage, the computer will not allow you to proceed to the questions until you scroll down to the bottom of the text. If you try to proceed without scrolling down, the computer will give you a message telling you to scroll down to the bottom of the passage.

In the Reading section, you can skip questions in the part you are working on and return to them later. You can also change your answers to questions that you have already answered. To do this, click on **Back** to return to previous items. Click on **Next** to go forward.

See the Reading section in this book for details on the question types you will encounter on the test as well as examples of the computer screens.

LISTENING SECTION

For the Listening section of the TOEFL iBT test, you will use a headset. Before you begin, you will hear instructions for setting the volume on your headset. You may also change the volume of your headset at any time during the listening portions of the test.

In the Listening section, you will hear conversations as well as academic discussions and classroom lectures. The conversations are introduced by the narrator. The academic discussions and classroom lectures are preceded by a screen that gives the academic subject of the talk. A narrator will tell you if the following passage is a discussion or lecture and what the course is. Pay attention to these introductions because they can help you understand what the speakers are talking about.

As you listen to the passages, you will see photographs of professors and students, and sometimes you will see illustrations or charts that help the speakers make their point. The photographs of the people are not important for answering the questions, but you should pay attention to the illustrations or charts because they can help you understand what the speakers are saying. Note that the illustrations are not visible throughout the lecture. They appear on the screen only when the speakers are referring to them.

At the end of each passage, you will be presented with a number of questions, one at a time. You may *not* go back to check your work or change your answers in the Listening section.

See the Listening section in this book for details on the question types you will encounter on the test as well as examples of the computer screens.

SPEAKING SECTION

For the Speaking section of the TOEFL iBT test, you will use the microphone on your headset. Before you begin, you will hear instructions for setting the volume on your microphone. You will answer a simple practice question while the microphone automatically adjusts to your voice tone and volume. When you have checked that the microphone is functioning correctly, the narrator will present the first task.

In the Speaking section, you will respond to two independent tasks about familiar topics and four integrated tasks. The integrated tasks consist of two reading/listening/speaking tasks and two listening/speaking tasks.

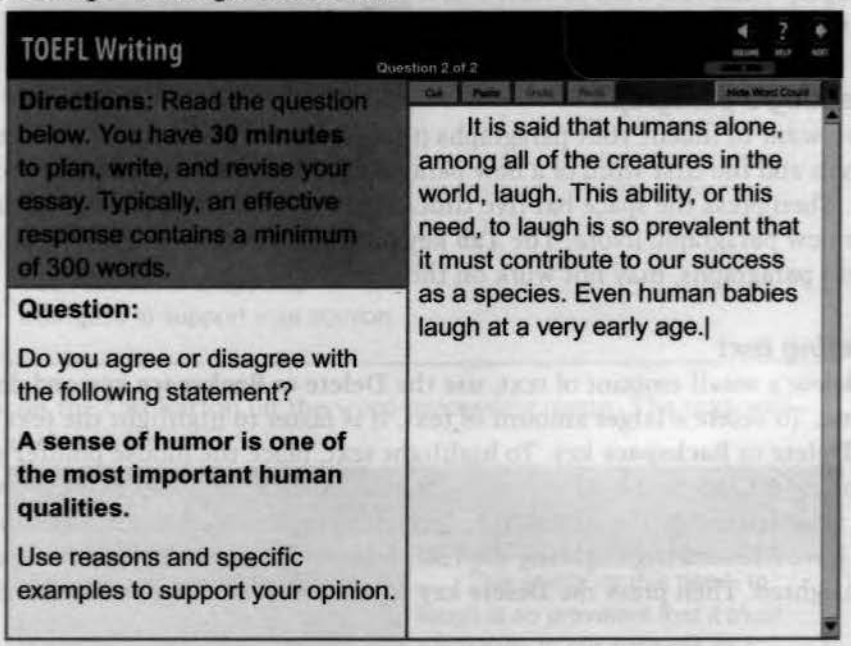
See the Speaking section in this book for details on the question types you will encounter on the test as well as examples of the computer screens.

WRITING SECTION

The Writing section consists of two tasks: an integrated task that includes a short listening and reading, and an independent task that is based on personal experience. You will need to type your response to each task on the computer.

Understanding the Writing screens

Look at the example Writing screen below.



The directions for completing the task appear at the top of the screen. The question or topic you are to write about appears on the left below the directions, and the area that you will write in is on the right. In the example above, the test-taker has begun the essay. Note the small vertical line after the last word. This is called the *cursor*. On the computer, the cursor blinks constantly so that you can locate it easily. The cursor shows where you are in the text.

Using special keys on the computer keyboard

Look at the example of a typical keyboard. Moving around on the screen and typing and deleting text using special keys is explained in detail below.

Moving around on the screen

Once you have started typing your response, the writing area will fill up quickly, and you will not be able to see all of your essay at once. To see the part of your essay that is above and below the area shown, you can use the arrow keys on the keyboard or use the mouse to reposition the cursor.

Starting a new line

When typing your essay, the computer will automatically start a new line when you get to the end of a line. If you want to start a new line before you get to the right margin (for example, when you wish to start a new paragraph), press the **Enter** key. Press the **Enter** key twice if you want to leave an extra space between paragraphs.

Indenting a paragraph

If you want to indent your paragraphs (that is, leave a blank space between the left margin and the first word of a new paragraph), first press the **Enter** key to start a new line. Then press the space bar five times. This will make an appropriate indentation for your new paragraph. (*Note:* The **Tab** key on the keyboard, which is normally used to indent paragraphs, may not work on the test.)

Deleting text

To delete a small amount of text, use the **Delete** or **Backspace** key and delete one letter at a time. To delete a larger amount of text, it is faster to highlight the text and then press the **Delete** or **Backspace** key. To highlight text, place the mouse pointer at the beginning of the text. Click and hold the mouse button down as you move to the end of the text you want to delete. The text will become highlighted as you move the mouse. When you have finished highlighting the text, release the mouse button. The text will remain highlighted. Then press the **Delete** key to erase the text that you highlighted.

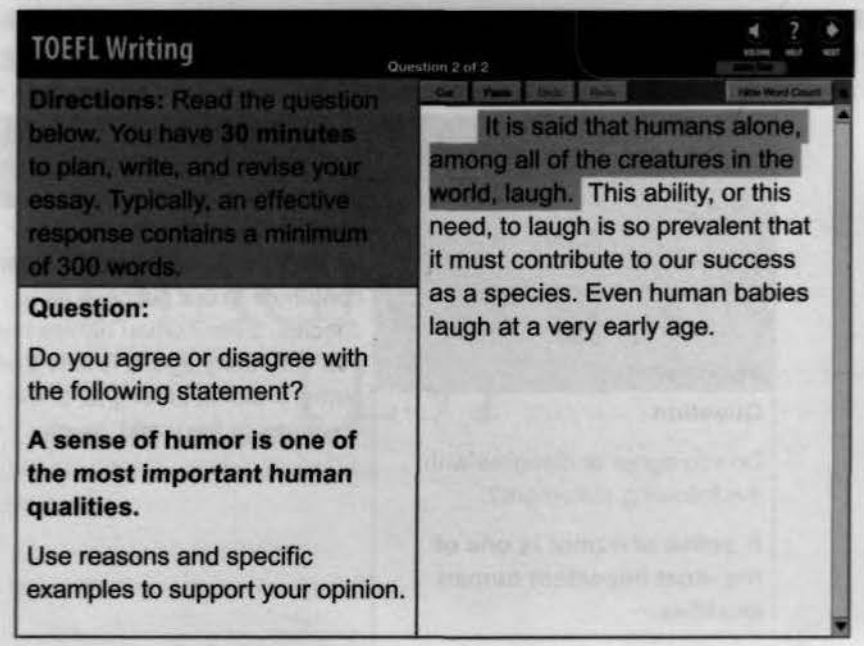
Using the word-processing menu

Some of the features that are available on other word-processing programs can also be used in the Writing section of the test. You can use the **Cut**, **Paste**, **Undo**, and **Redo** options to make writing on the computer easier. The use of these options is described below.

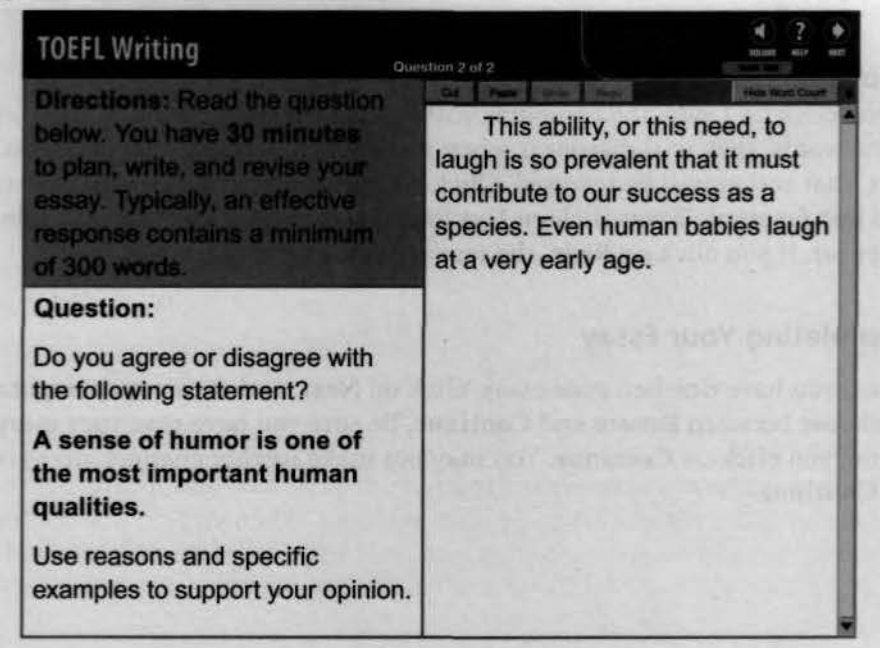
Cut and Paste

When you *cut* words or sentences from your essay, they disappear from the screen and are placed in the computer's temporary memory. When you *paste* words or sentences, they are retrieved from memory and put back into your essay. This feature is helpful when, for example, you wish to move a sentence from one place in your essay to another. The examples on the following pages show how to cut and paste.

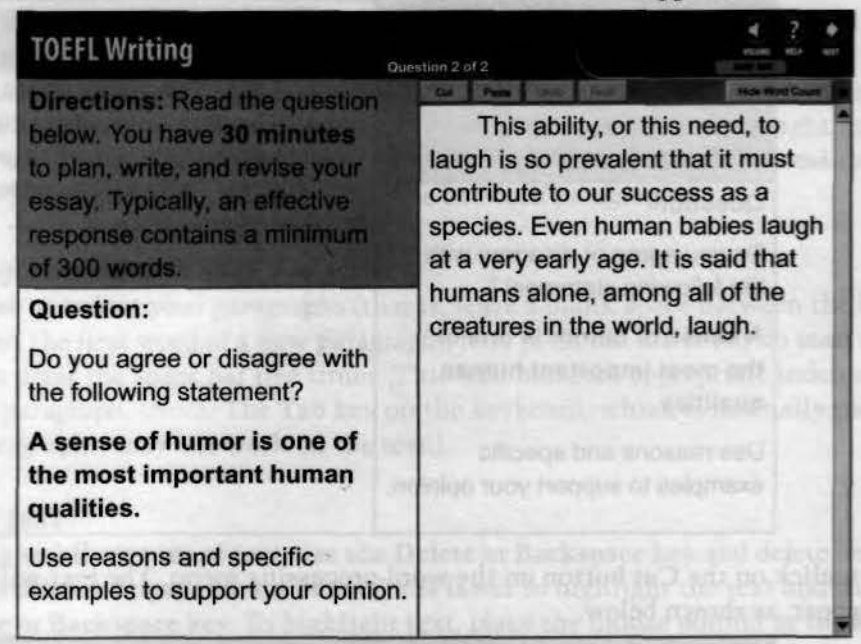
First, highlight the text that you want to cut, as shown in the right-hand column below.



Next, click on the **Cut** button on the word-processing menu. The text will disappear, as shown below.



If all you want to do is cut the text, reposition the cursor and continue writing. But if you want to insert the deleted text somewhere else in your essay, you can use the **Paste** function. To insert text that you have just cut, position the mouse pointer where you want the text to appear. Click the mouse to make the blinking cursor appear in that place. Then click on the **Paste** button. The text will reappear in its new location.



Undo and Redo

If you click on **Undo**, the computer will reverse your last action. If you have just typed some words, they will disappear when you click on **Undo**. If you have just cut or pasted text, that action will be reversed. Clicking on **Redo** after **Undo** will reinstate the action you just reversed. If you click on **Cut** to erase text and then click on **Undo**, the text will reappear. If you click on **Redo**, the text will disappear again.

Completing Your Essay

When you have finished your essay, click on **Next**, and then your computer will ask you to choose between **Return** and **Continue**. Be sure you have read your essay carefully before you click on **Continue**. You may not make further changes after you have clicked on **Continue**.

DIAGNOSTIC TEST

Diagnostic Test

READING SECTION

Directions

In this section, you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase followed by an asterisk (*). Go to the bottom of the page to see a definition or an explanation of these words or phrases.

Questions 1–12

Causes of Ice Ages

Geologists have shown that for about 80 percent of the past 2.5 million years, ice-age conditions have prevailed on the Earth's surface. During the past one million years, increased glacial conditions have run in cycles of approximately 100,000 years.

Many different factors may contribute to these increases in glaciation at regular intervals throughout Earth's more geologically recent history. The three most prominent factors probably relate to the amount of sunlight that reaches the Earth. This varies over time for three main reasons. First, the planet wobbles* as it spins, due to the pull of the sun and moon. Furthermore, the Earth tilts* on its axis and the degree of tilt changes over time. Finally, the orbit of the Earth around the sun is elliptical and the length of the major axis of the ellipse changes over a period of about 100,000 years. A mathematician named Milutin Milankovitch discovered in the 1930s that the pattern of insolation, or sunlight, predicted by these eccentricities in the Earth's movement matched the period of the last several eras of intense glaciation.

These Milankovitch insolation cycles were the dominant theory in ice-age research for much of the twentieth century despite the fact that the match between periods of peak insolation and most intense glaciation were not exact. For example, a cycle of 400,000 years predicted by the Milankovitch theory has never shown up in the climate records obtained through the study of microfossils deposited on the sea floor. Also, recent analysis has shown that the insolation theory predicts peaks of sunlight at intervals of 95,000 and 125,000 years. Climatological data does not support this predicted sunlight peaking. Other damaging evidence was the indication of a precisely measured sudden rise in temperature at a water-filled cave in Nevada, which preceded the increase in solar radiation that was supposed to cause it.

These and other problems with the Milankovitch cycles led some researchers to seek alternative explanations for the cyclic arrival of extended ice ages. In the 1990s, it was discovered that the orbital inclination of the Earth to the sun and planets could also be responsible for climate changes. If we imagine a flat plane with the sun in the center and the planets revolving around it, the Earth slowly moves in and out of the flat plane by a few degrees, repeating the cycle every 100,000 years. Two scientists, Muller and MacDonald, have proposed that it is this orbital inclination which is ultimately responsible for the periods of glaciation and warming. They argue that because of the oscillation, the Earth periodically travels through clouds of debris, in the form of dust and meteoroids. Such debris could reduce the amount of solar energy reaching the surface of our planet, thus plunging it into regular cold periods.

The advantage of this theory is that it is not confronted with several of the problems associated with the Milankovitch theory. In particular, the new theory fits well with the analysis of ocean sediments taken from eight locations around the world. This analysis yielded data clearly showing the peak of the last several ice ages with a period of 100,000 years and corresponding to the periods when the Earth's oscillating inclination takes it through clouds of extraterrestrial debris.

However, many researchers in this field are not yet persuaded by the inclination hypothesis. The main problem is that the amount of dust that falls to the ground when the Earth travels through space debris is relatively small – not enough to produce radical climate changes. Volcanic eruptions, for example, release much greater amounts of ash and dust and have relatively little effect on climate. Supporters have countered that the by-products created by the dust as it vaporizes on entering the atmosphere cause subtle changes to the energy levels. Nevertheless, the necessary physical proof has yet to be found to convince the skeptics.

***wobble:** to shake or move from side to side
***tilt:** to be in a sloping position

1. The word "prevailed" in the passage is closest in meaning to
   - (A) ruled
   - (B) existed
   - (C) survived
   - (D) triumphed

Geologists have shown that for about 80 percent of the past 2.5 million years, ice-age conditions have prevailed on the Earth's surface. During the past one million years, increased glacial conditions have run in cycles of approximately 100,000 years.

2. What can be inferred from paragraph 2 about the factors that contribute to glaciation?
   - (A) They affect the Earth's spin.
   - (B) They are geologically recent.
   - (C) Only three factors relate to levels of sunlight.
   - (D) Other factors than those relating to the sunlight affect ice buildup.

Paragraph 2 is marked with an arrow [➡].

➡ Many different factors may contribute to these increases in glaciation at regular intervals throughout Earth's more geologically recent history. The three most prominent factors probably relate to the amount of sunlight that reaches the Earth. This varies over time for three main reasons. First, the planet wobbles as it spins, due to the pull of the sun and moon. Furthermore, the Earth tilts on its axis and the degree of tilt changes over time. Finally, the orbit of the Earth around the sun is elliptical and the length of the major axis of the ellipse changes over a period of about 100,000 years. A mathematician named Milutin Milankovitch discovered in the 1930s that the pattern of insolation, or sunlight, predicted by these eccentricities in the Earth's movement matched the period of the last several eras of intense glaciation.

3. The phrase "these eccentricities" in the passage refers to all of the following EXCEPT
   - (A) the various movements of the Earth as it spins
   - (B) the degree of change in the Earth's tilt over time
   - (C) the pattern of insolation matching the Earth's movement
   - (D) the changing distance to the sun during the Earth's elliptical orbit

Many different factors may contribute to these increases in glaciation at regular intervals throughout Earth's more geologically recent history. The three most prominent factors probably relate to the amount of sunlight that reaches the Earth. This varies over time for three main reasons. First, the planet wobbles as it spins, due to the pull of the sun and moon. Furthermore, the Earth tilts on its axis and the degree of tilt changes over time. Finally, the orbit of the Earth around the sun is elliptical and the length of the major axis of the ellipse changes over a period of about 100,000 years. A mathematician named Milutin Milankovitch discovered in the 1930s that the pattern of insolation, or sunlight, predicted by these eccentricities in the Earth's movement matched the period of the last several eras of intense glaciation.

4. Scientists accepted the Milankovitch theory even though
   - (A) the peaks of sunlight occurred at intervals of 95,000 and 125,000 years
   - (B) the peaks of insolation and intense glaciation did not match
   - (C) there were climate records of a 400,000-year cycle
   - (D) there were microfossil deposits on the sea floor

[Refer to the full passage.]

5. In paragraph 4, why does the author suggest the image of a flat plane?

(A) To help the reader visualize the positions and movements of the heavenly bodies
(B) To demonstrate to the reader how the Earth orbits the sun
(C) To support the argument that the orbital inclination increases tilting
(D) To show how the Milankovitch theory doesn't explain the cyclical changes in climate

Paragraph 4 is marked with an arrow [➡].

➡ These and other problems with the Milankovitch cycles led some researchers to seek alternative explanations for the cyclic arrival of extended ice ages. In the 1990s, it was discovered that the orbital inclination of the Earth to the sun and planets could also be responsible for climate changes. If we imagine a flat plane with the sun in the center and the planets revolving around it, the Earth slowly moves in and out of the flat plane by a few degrees, repeating the cycle every 100,000 years. Two scientists, Muller and MacDonald, have proposed that it is this orbital inclination which is ultimately responsible for the periods of glaciation and warming. They argue that because of the oscillation, the Earth periodically travels through clouds of debris, in the form of dust and meteoroids. Such debris could reduce the amount of solar energy reaching the surface of our planet, thus plunging it into regular cold periods.

6. The word "it" in the passage refers to

(A) such debris
(B) solar energy
(C) the surface
(D) our planet

These and other problems with the Milankovitch cycles led some researchers to seek alternative explanations for the cyclic arrival of extended ice ages. In the 1990s, it was discovered that the orbital inclination of the Earth to the sun and planets could also be responsible for climate changes. If we imagine a flat plane with the sun in the center and the planets revolving around it, the Earth slowly moves in and out of the flat plane by a few degrees, repeating the cycle every 100,000 years. Two scientists, Muller and MacDonald, have proposed that it is this orbital inclination which is ultimately responsible for the periods of glaciation and warming. They argue that because of the oscillation, the Earth periodically travels through clouds of debris, in the form of dust and meteoroids. Such debris could reduce the amount of solar energy reaching the surface of our planet, thus plunging it into regular cold periods.

7. In paragraph 4, the author explains that

(A) Milankovitch did not know about the orbital inclination of the Earth
(B) glaciation occurs when the orbital inclination has entered a new cycle
(C) the Earth always travels through clouds of debris after moving out of the plane by a few degrees
(D) the amount of solar energy reaching the Earth's surface causes the changes of temperature

Paragraph 4 is marked with an arrow [➡].

➡ These and other problems with the Milankovitch cycles led some researchers to seek alternative explanations for the cyclic arrival of extended ice ages. In the 1990s, it was discovered that the orbital inclination of the Earth to the sun and planets could also be responsible for climate changes. If we imagine a flat plane with the sun in the center and the planets revolving around it, the Earth slowly moves in and out of the flat plane by a few degrees, repeating the cycle every 100,000 years. Two scientists, Muller and MacDonald, have proposed that it is this orbital inclination which is ultimately responsible for the periods of glaciation and warming. They argue that because of the oscillation, the Earth periodically travels through clouds of debris, in the form of dust and meteoroids. Such debris could reduce the amount of solar energy reaching the surface of our planet, thus plunging it into regular cold periods.

8. What problem in the Milankovitch theory was mentioned as being explained by the Muller and MacDonald theory?

(A) The climate records obtained by studying microfossil deposits not matching his predicted cycle
(B) The irregularities of the Earth's movements through orbital inclinations not following any pattern
(C) The Earth's spin wobbling in relation to the Earth's oscillating inclination
(D) The peak in the ice ages occurring at intervals between 95,000 and 125,000 years instead of 400,000

[Refer to the full passage.]

9. The word "persuaded" in the passage is closest in meaning to

(A) convinced
(B) discouraged
(C) affected
(D) challenged

However, many researchers in this field are not yet persuaded by the inclination hypothesis. The main problem is that the amount of dust that falls to the ground when the Earth travels through space debris is relatively small – not enough to produce radical climate changes. Volcanic eruptions, for example, release much greater amounts of ash and dust and have relatively little effect on climate. Supporters have countered that the by-products created by the dust as it vaporizes on entering the atmosphere cause subtle changes to the energy levels. Nevertheless, the necessary physical proof has yet to be found to convince the skeptics.

10. What problem is associated with the Muller and MacDonald theory?

(A) The amount of debris that is released from volcanoes is proportional to the amount of interstellar dust.
(B) The amount of ash from volcanoes and space dust that vaporizes in the atmosphere is too small.
(C) The amount of dust entering the atmosphere is less than the amount of ash and dust released by volcanoes.
(D) The by-products created by vaporized space dust cause relevant changes to the energy levels.

[Refer to the full passage.]

11. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

When the Earth is at its furthest from the sun, less sunlight reaches the surface.

Where would the sentence best fit?

Choose the letter of the square that shows where the sentence should be added.

Many different factors may contribute to these increases in glaciation at regular intervals throughout Earth's more geologically recent history. A The three most prominent factors probably relate to the amount of sunlight that reaches the Earth. This varies over time for three main reasons. First, the planet wobbles as it spins, due to the pull of the sun and moon. B Furthermore, the Earth tilts on its axis and the degree of tilt changes over time. C Finally, the orbit of the Earth around the sun is elliptical and the length of the major axis of the ellipse changes over a period of about 100,000 years. D A mathematician named Milutin Milankovitch discovered in the 1930s that the pattern of insolation, or sunlight, predicted by these eccentricities in the Earth's movement matched the period of the last several eras of intense glaciation.

12. **Directions:** Select the appropriate phrases from the answer choices and match them to the flaws in the ice-age theories to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

Answer Choices

- (A) Data of climate records not coinciding with predicted intervals of sunlight
- (B) Temperature rises occurring before the increase of sunlight
- (C) The irregularities of the Earth's movement during its orbit around the sun
- (D) The inconsistency between the periods of sunlight and glaciation
- (E) The relatively mild effect of volcanic eruptions on the climate
- (F) The orbital inclination of Earth through clouds of debris
- (G) The relatively small amount of interstellar debris reaching Earth
- (H) The lack of clear support from ocean sediment data
- (I) The lack of physical evidence in support of the effects of the inclination hypothesis

Flaws in the Milankovitch Cycles Theory

- •
- •
- •

Flaws in the Muller and MacDonald Theory

- •
- •
- •

Questions 13–26

Bird Migration

The phenomenon of seasonal bird migration has been known about for thousands of years, but it is still not fully understood by scientists. Not all birds migrate, but generally speaking the more northerly the breeding ground, the more likely is it that a species will migrate south for the winter. The main reason for this annual shifting of residence is that during the northern winters food becomes scarce and the cold temperatures make survival difficult. Some species are well adapted to these harsh conditions, but for those that aren't, moving south to warmer conditions is advantageous.

Changes in the weather can trigger the start of the journey south, although birds in the Northern Hemisphere seem to know when it is time to migrate south before the winter. In some species at least, the changes in the length of the day cause glands in the birds' bodies to secrete hormones that produce other changes, which ready the birds for the long flight south. At this time fat starts to accumulate under the skin, and this provides a store of energy for the long flight when they will be expending more calories flying than they can obtain during their brief rest stops.

In fact, bird-migration patterns are more complex than the simple pattern implied above. Birds that breed in the Southern Hemisphere migrate north to wintering grounds. Other birds travel on an approximately east-west path since milder climates can often be found in coastal areas of continental regions. Some birds find conditions more suitable at lower altitudes in a mountainous region and so migrate to lower levels in winter.

Perhaps the most mysterious and as yet not totally understood aspect of bird migration is how birds can navigate such long distances and arrive so precisely at their destination. Various possibilities exist. The most obvious explanation is that they learn the topographic* features of their route. However, it is not feasible that this method could be used for crossing larger stretches of water or very long trips across whole continents. Another possible explanation is that some birds may use magnetic fields. Scientists have actually detected tiny crystals of magnetite in the olfactory* tract of some species, and homing pigeons have been shown to follow magnetic field lines of the Earth.

A further possibility is that birds can detect the polarization patterns in sunlight. Some light waves from the sun are absorbed in the atmosphere, and some pass through. The resulting pattern of light waves forms a large bowtie-shaped image in the sky. The image has fuzzy ends and is sometimes known as Haidinger's brush after the discoverer of the effect. The image is oriented in a north and south direction and is visible at sunset. Although birds may not see this shape, they can discern gradations of polarization, which give them a kind of compass for determining directions.

Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium. All stars rotate around Polaris, the pole star, and this movement seemed to give the birds the information they needed to orientate themselves in the correct direction. However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

The current state of research suggests that all of the above-mentioned methods probably have an influence on bird migration. Different species use one, some, or even all methods at different times and in various situations.

*__topographic:__ relating to the natural features of land
*__olfactory:__ connected with the sense of smell

13. In paragraph 1, it is understood that some birds don't migrate south in the winter because they
   - (A) already live in warmer conditions
   - (B) live in areas that have an abundant food supply
   - (C) have difficulty surviving the frigid temperatures
   - (D) are suited to the difficult conditions

Paragraph 1 is marked with an arrow [➡].

➡ The phenomenon of seasonal bird migration has been known about for thousands of years, but it is still not fully understood by scientists. Not all birds migrate, but generally speaking the more northerly the breeding ground, the more likely is it that a species will migrate south for the winter. The main reason for this annual shifting of residence is that during the northern winters food becomes scarce and the cold temperatures make survival difficult. Some species are well adapted to these harsh conditions, but for those that aren't, moving south to warmer conditions is advantageous.

14. The word "those" in the passage refers to
   - (A) northern winters
   - (B) cold temperatures
   - (C) harsh conditions
   - (D) some bird species

The phenomenon of seasonal bird migration has been known about for thousands of years, but it is still not fully understood by scientists. Not all birds migrate, but generally speaking the more northerly the breeding ground, the more likely is it that a species will migrate south for the winter. The main reason for this annual shifting of residence is that during the northern winters food becomes scarce and the cold temperatures make survival difficult. Some species are well adapted to these harsh conditions, but for those that aren't, moving south to warmer conditions is advantageous.

15. According to paragraph 2, what are the results of changes in the weather?
   - (A) The change in the length of the day
   - (B) The secretion of hormones by the birds
   - (C) The expenditure of calories
   - (D) The onset of migration

Paragraph 2 is marked with an arrow [➡].

➡ Changes in the weather can trigger the start of the journey south, although birds in the Northern Hemisphere seem to know when it is time to migrate south before the winter. In some species at least, the changes in the length of the day cause glands in the birds' bodies to secrete hormones that produce other changes, which ready the birds for the long flight south. At this time fat starts to accumulate under the skin, and this provides a store of energy for the long flight when they will be expending more calories flying than they can obtain during their brief rest stops.

16. The word "accumulate" in the passage is closest in meaning to
   - (A) build up
   - (B) fill in
   - (C) break up
   - (D) cut back

Changes in the weather can trigger the start of the journey south, although birds in the Northern Hemisphere seem to know when it is time to migrate south before the winter. In some species at least, the changes in the length of the day cause glands in the birds' bodies to secrete hormones that produce other changes, which ready the birds for the long flight south. At this time fat starts to accumulate under the skin, and this provides a store of energy for the long flight when they will be expending more calories flying than they can obtain during their brief rest stops.

17. All of the bird migration patterns are mentioned in the passage EXCEPT

(A) the migration north from the Southern Hemisphere
(B) the migration east or west toward milder climates
(C) the migration from mountainous regions to lower altitudes
(D) the migration from east to west towards hotter climates.

[Refer to the full passage.]

18. The word "precisely" in the passage is closest in meaning to

(A) finally
(B) exactly
(C) entirely
(D) decisively

Perhaps the most mysterious and as yet not totally understood aspect of bird migration is how birds can navigate such long distances and arrive so precisely at their destination. Various possibilities exist. The most obvious explanation is that they learn the topographic features of their route. However, it is not feasible that this method could be used for crossing larger stretches of water or very long trips across whole continents. Another possible explanation is that some birds may use magnetic fields. Scientists have actually detected tiny crystals of magnetite in the olfactory tract of some species, and homing pigeons have been shown to follow magnetic field lines of the Earth.

19. It can be inferred that polarization patterns

(A) absorb sunlight
(B) are tied in the center
(C) are invisible at night
(D) cause a magnetic force

[Refer to the full passage.]

20. Why does the author mention Haidinger's brush?

(A) To understand the phenomenon
(B) To describe the pattern
(C) To explain what birds see
(D) To define the fuzzy ends

[Refer to the full passage.]

21. The word "subjected" in the passage is closest in meaning to

(A) exposed
(B) subjugated
(C) constrained
(D) invited

Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium. All stars rotate around Polaris, the pole star, and this movement seemed to give the birds the information they needed to orientate themselves in the correct direction. However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

22. According to paragraph 6, how do some birds navigate during the night?

(A) By using a projection of the star positions
(B) By circling around the pole star
(C) By orientating themselves using the constellations
(D) By getting their bearings from a few visible stars

Paragraph 6 is marked with an arrow [➡].

➡ Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium. All stars rotate around Polaris, the pole star, and this movement seemed to give the birds the information they needed to orientate themselves in the correct direction. However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

23. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

(A) Birds needing to orientate themselves in the right direction seemed to use the information they get from the stars that rotate around Polaris.

(B) The pole star seemed to be used by birds to get the information they needed because they were able to orientate themselves using the star's rotation in the correct direction.

(C) Birds needing to correct the Polaris direction in which to orientate themselves seemed to use the fact that all stars rotate.

(D) The stars rotating in the correct direction around the pole star is what seemed to give the birds the information they needed for orientating themselves to Polaris.

Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium. All stars rotate around Polaris, the pole star, and this movement seemed to give the birds the information they needed to orientate themselves in the correct direction. However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

24. The word "this" in the passage refers to

(A) The number of stars that were visible

(B) The relative loss of the birds' sense of direction

(C) The constellation patterns that guide birds

(D) The pole star's stationary position

Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium. All stars rotate around Polaris, the pole star, and this movement seemed to give the birds the information they needed to orientate themselves in the correct direction. However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

25. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Over short distances the birds could recognize particular landscapes such as river valleys and shapes of hills.

Where would the sentence best fit?

Choose the letter of the square that shows where the sentence should be added.

Perhaps the most mysterious and as yet not totally understood aspect of bird migration is how birds can navigate such long distances and arrive so precisely at their destination. Various possibilities exist. **A** The most obvious explanation is that they learn the topographic features of their route. **B** However, it is not feasible that this method could be used for crossing larger stretches of water or very long trips across whole continents. **C** Another possible explanation is that some birds may use magnetic fields. **D** Scientists have actually detected tiny crystals of magnetite in the olfactory tract of some species, and homing pigeons have been shown to follow magnetic field lines of the Earth.

26. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

Scientists have proposed several methods that birds use for orientating themselves during their seasonal migrations.

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-
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Answer Choices

(A) Birds not only migrate north or south depending on which hemisphere they live in, but they also migrate along coastal regions or in and out of mountainous areas.

(B) Birds' ability to detect gradations of polarization patterns in sunlight could give them a way for determining directions.

(C) Changes in both the weather and the length of day can cause the birds' bodies to make physical changes to prepare them for the long flights.

(D) The principal reason for birds to migrate is that most bird species are not adapted to the harsh winter conditions and the scarcity of food during that season.

(E) The star patterns and the way the stars rotate around the fixed position of the pole star could give birds the direction in which to navigate.

(F) Birds may use their knowledge of the features of the landscape, although this seems unlikely given the distances that birds migrate.

Questions 27–39

Radon

Radon is a radioactive gas that is invisible and odorless. It forms during the decay of uranium-238, and in decaying, itself produces solid heavy metal radioactive particles of polonium, lead, and bismuth. The parent element, uranium, is distributed in rocks and soils in many regions of the world, although usually in negligible* amounts. However, concentrations of this element occur in certain rocks, and under certain conditions it is dissolved by underground water and carried over great distances before seeping into other rocks and soils.

Since radon is a gas, it can move from the ground into the air, where it is dispersed by the winds. If it infiltrates buildings, however, it can build up over time and lead to serious health problems. In fact, the radon itself is chemically inert and so does not enter into chemical reactions with other substances. It is readily dissolved in blood and circulates through the body until it is expelled, usually before it has had time to decay. The health problems associated with radon activity arise from the radioactive products of its disintegration, mentioned above.

The products of the decay process, especially polonium-218 and polonium-214, emit radiation, which kills or damages living cells, causing genetic mutations and cancer. These radon progeny are not dispersed harmlessly like radon itself but accumulate as the radon decays. Outside the body, these solid materials can attach themselves to dust particles and surfaces throughout a building and then be inhaled. The decay products can also stick to tobacco leaves during growth and then enter the body when the tobacco is smoked. Inside the body these dangerous by-products of radon become lodged in lung tissue and the bronchial tubes. As these decay, they emit alpha and beta particles and gamma rays. Of these, the alpha particles can do the most damage since they are the bulkiest of the three and therefore cannot penetrate very far into living tissue. Because of this relative immobility, concentrations of the particle form and damage cells in the immediate area. Beta particles and gamma rays are less dangerous since they travel further and are less concentrated in the tissues.

The primary way that radon penetrates buildings is through foundations. It enters through cracks in basement floors, drains, loose-fitting pipes, and exposed soil areas. Radon also finds its way into water, although if the water is exposed to the atmosphere or agitated, the radon disperses into the air. Because of this, concentrations of this uranium daughter are not high in rivers, but water drawn from underground sources into homes can have elevated levels.

The chief health risk from inhaling radon or its daughter products is lung cancer. Scientists have concluded that exposure to this carcinogen is the second leading cause of this disease in the United States. Major scientific organizations believe it contributes to approximately 12 percent of the incidence in the United States alone. It is true that some research has cast doubt on the likelihood of residential radon accumulations contributing to cancer rates. Other larger scale studies contradict the neutral findings. For example, a recent study of 68,000 underground miners who were exposed to high levels of radon shows that they are five times more likely to die of lung cancer than the general population. Smokers, whose incidence of lung cancer is significantly higher than the nonsmoking population, are even more at risk if they are exposed to high levels of radon.

It is now possible to have buildings tested for radon accumulation. In an average home, this is about 1.3 picocuries* per liter, which is considered an acceptable although not a totally safe level. If these levels are above 4 picocuries per liter of air, then homeowners are advised to reduce the amount seeping into the living space. This can be achieved through various means including concrete sealing and the installation of active ventilation systems. It is not possible to completely eradicate traces of radon since the natural outdoors level averages 0.4 picocuries per liter, but minimizing the amount is a prudent preventative measure.

***negligible:** too small to be important
***picocurie:** a level of radiation activity

27. The phrase "this element" in the passage refers to
   - (A) lead
   - (B) radon
   - (C) uranium
   - (D) polonium

Radon is a radioactive gas that is invisible and odorless. It forms during the decay of uranium-238, and in decaying, itself produces solid heavy metal radioactive particles of polonium, lead, and bismuth. The parent element, uranium, is distributed in rocks and soils in many regions of the world, although usually in negligible amounts. However, concentrations of this element occur in certain rocks, and under certain conditions it is dissolved by underground water and carried over great distances before seeping into other rocks and soils.

28. The word "seeping" in the passage is closest in meaning to
   - (A) leaking
   - (B) spilling
   - (C) releasing
   - (D) erupting

Radon is a radioactive gas that is invisible and odorless. It forms during the decay of uranium-238, and in decaying, itself produces solid heavy metal radioactive particles of polonium, lead, and bismuth. The parent element, uranium, is distributed in rocks and soils in many regions of the world, although usually in negligible amounts. However, concentrations of this element occur in certain rocks, and under certain conditions it is dissolved by underground water and carried over great distances before seeping into other rocks and soils.

29. In paragraph 2, what can be inferred about the relationship of radon and health problems?
   - (A) The gas has to have time to decay in order to cause health problems.
   - (B) Since radon is chemically inert, it cannot lead to health problems.
   - (C) As a gas, radon disperses in the wind and consequently isn't a health problem.
   - (D) The gas has to disintegrate before it can seep into buildings.

Paragraph 2 is marked with an arrow [➡].

➡ Since radon is a gas, it can move from the ground into the air, where it is dispersed by the winds. If it infiltrates buildings, however, it can build up over time and lead to serious health problems. In fact, the radon itself is chemically inert and so does not enter into chemical reactions with other substances. It is readily dissolved in blood and circulates through the body until it is expelled, usually before it has had time to decay. The health problems associated with radon activity arise from the radioactive products of its disintegration, mentioned above.

30. The word "disintegration" in the passage is closest in meaning to
   - (A) breakdown
   - (B) collapse
   - (C) corrosion
   - (D) failure

Since radon is a gas, it can move from the ground into the air, where it is dispersed by the winds. If it infiltrates buildings, however, it can build up over time and lead to serious health problems. In fact, the radon itself is chemically inert and so does not enter into chemical reactions with other substances. It is readily dissolved in blood and circulates through the body until it is expelled, usually before it has had time to decay. The health problems associated with radon activity arise from the radioactive products of its disintegration, mentioned above.

31. Health problems associated with radon are caused by
   - (A) radioactive uranium
   - (B) certain heavy metals
   - (C) decaying gases
   - (D) some chemical reactions

[Refer to the full passage.]

32. Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.
   - (A) Unlike the radon, which is scattered without danger, its products accumulate as the radon disintegrates.
   - (B) Like the radon itself, the decay products are scattered safely and accumulate as the radon decays.
   - (C) Like the decaying radon, the progeny are dispersed in accumulations, which can cause harm.
   - (D) Unlike the dispersed radon, which accumulates safely, the products of decay are dangerous.

The products of the decay process, especially polonium-218 and polonium-214, emit radiation, which kills or damages living cells, causing genetic mutations and cancer. These radon progeny are not dispersed harmlessly like radon itself but accumulate as the radon decays. Outside the body, these solid materials can attach themselves to dust particles and surfaces throughout a building and then be inhaled. The decay products can also stick to tobacco leaves during growth and then enter the body when the tobacco is smoked. Inside the body these dangerous by-products of radon become lodged in lung tissue and the bronchial tubes. As these decay, they emit alpha and beta particles and gamma rays. Of these, the alpha particles can do the most damage since they are the bulkiest of the three and therefore cannot penetrate very far into living tissue. Because of this relative immobility, concentrations of the particle form and damage cells in the immediate area. Beta particles and gamma rays are less dangerous since they travel further and are less concentrated in the tissues.

33. According to paragraph 3, some products of decay cause damage because they
   - (A) emit gamma rays
   - (B) cannot penetrate living tissue very deeply
   - (C) are highly mobile
   - (D) seep into houses and form concentrations of radiation

Paragraph 3 is marked with an arrow [➡].

➡ The products of the decay process, especially polonium-218 and polonium-214, emit radiation, which kills or damages living cells, causing genetic mutations and cancer. These radon progeny are not dispersed harmlessly like radon itself but accumulate as the radon decays. Outside the body, these solid materials can attach themselves to dust particles and surfaces throughout a building and then be inhaled. The decay products can also stick to tobacco leaves during growth and then enter the body when the tobacco is smoked. Inside the body these dangerous by-products of radon become lodged in lung tissue and the bronchial tubes. As these decay, they emit alpha and beta particles and gamma rays. Of these, the alpha particles can do the most damage since they are the bulkiest of the three and therefore cannot penetrate very far into living tissue. Because of this relative immobility, concentrations of the particle form and damage cells in the immediate area. Beta particles and gamma rays are less dangerous since they travel further and are less concentrated in the tissues.

34. The phrase "uranium daughter" in the passage refers to
   - (A) water
   - (B) radon
   - (C) particles
   - (D) air

The primary way that radon penetrates buildings is through foundations. It enters through cracks in basement floors, drains, loose-fitting pipes, and exposed soil areas. Radon also finds its way into water, although if the water is exposed to the atmosphere or agitated, the radon disperses into the air. Because of this, concentrations of this uranium daughter are not high in rivers, but water drawn from underground sources into homes can have elevated levels.

35. According to the passage, all of the following are true about radon EXCEPT
   - (A) it is invisible
   - (B) it cannot be detected
   - (C) it cannot be smelled
   - (D) it is radioactive

[Refer to the full passage.]

36. It can be understood from paragraph 6 that

(A) reducing the amount of radon in your home is pointless because of the amount of radon outside

(B) even though it is possible to test buildings for radon accumulation, it is not possible to minimize the level of radiation activity

(C) the use of concrete sealing and active ventilation systems can reduce the amount of radon to an acceptable level

(D) using concrete sealing and installing active ventilation systems reduces the amount of usable living space

Paragraph 6 is marked with an arrow [➡].

➡ It is now possible to have buildings tested for radon accumulation. In an average home, this is about 1.3 picocuries per liter, which is considered an acceptable although not a totally safe level. If these levels are above 4 picocuries per liter of air, then homeowners are advised to reduce the amount seeping into the living space. This can be achieved through various means including concrete sealing and the installation of active ventilation systems. It is not possible to completely eradicate traces of radon since the natural outdoors level averages 0.4 picocuries per liter, but minimizing the amount is a prudent preventative measure.

37. The word "prudent" in the passage is closest in meaning to

(A) sensible

(B) necessary

(C) practical

(D) realistic

It is now possible to have buildings tested for radon accumulation. In an average home, this is about 1.3 picocuries per liter, which is considered an acceptable although not a totally safe level. If these levels are above 4 picocuries per liter of air, then homeowners are advised to reduce the amount seeping into the living space. This can be achieved through various means including concrete sealing and the installation of active ventilation systems. It is not possible to completely eradicate traces of radon since the natural outdoors level averages 0.4 picocuries per liter, but minimizing the amount is a prudent preventative measure.

38. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

But this research has been criticized for being based on too few subjects.

Where would the sentence best fit?

Choose the letter of the square that shows where the sentence should be added.

The chief health risk from inhaling radon or its daughter products is lung cancer. [A] Scientists have concluded that exposure to this carcinogen is the second leading cause of this disease in the United States. [B] Major scientific organizations believe it contributes to approximately 12 percent of the incidence in the United States alone. It is true that some research has cast doubt on the likelihood of residential radon accumulations contributing to cancer rates. [C] Other larger scale studies contradict the neutral findings. For example, a recent study of 68,000 underground miners who were exposed to high levels of radon shows that they are five times more likely to die of lung cancer than the general population. [D] Smokers, whose incidence of lung cancer is significantly higher than the nonsmoking population, are even more at risk if they are exposed to high levels of radon.

39. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

Radon can seep into a building, where its decay products can lead to health problems.

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-
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Answer Choices

(A) Although radon can enter a building in many different ways, it also escapes through cracks in the foundations.

(B) Concentrations of the radon by-products attach themselves to particles in the air inside buildings and are breathed into the lungs.

(C) People who smoke or work in mines are at greater risks of getting lung cancer that is related to alpha particles than those who work in buildings.

(D) The by-product alpha particles are too heavy to disperse through the tissues, so they accumulate in the lungs where they kill or damage lung cells.

(E) Radon does not cause lung cancer because it is chemically inert and therefore readily dissolves in the blood, where it eventually is expelled from the body.

(F) Preventative measures can be taken to reduce the amount of exposure to radon in living spaces, but it is not possible to completely eliminate the gas from the atmosphere.

LISTENING SECTION

Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

In some questions, you will see this icon: 🎧. This means that you will hear, but not see, part of the question.

Some questions have special directions. These directions appear in a gray box.

Most questions are worth one point. A question worth more than one point will have special instructions indicating how many points you can receive.

You will have 20 minutes to answer the questions in this section.

Now get ready to listen. You may take notes.

START ▶

Questions 1–6

Listen to part of a lecture in an American government class.

Now get ready to answer the questions. You may use your notes to help you answer.

1. What is the lecture mainly about?
   - (A) A method in Alaska for ensuring fair election results
   - (B) An important feature of the U.S. presidential election
   - (C) The essential criteria used for choosing a candidate
   - (D) A comparison of different voting systems

2. According to the professor, who becomes an elector?
   - (A) A U.S. senator or representative
   - (B) A trained member of the public
   - (C) A member of a political party
   - (D) A candidate for political office

3. Why does the professor say this: 🎧
   - (A) To clear up a possible confusion
   - (B) To help explain the exact number of electors
   - (C) To correct something she said earlier
   - (D) To remind students of the electors' duties

4. Why does the professor use the example of Alaska in the lecture?
   - (A) To explain the number of electors each state has
   - (B) To show why states with small populations are powerful
   - (C) To remind students of the number of electors in certain states
   - (D) To develop the students' understanding of electoral politics

5. Which candidate wins the presidential election?
   - (A) The one who wins the most states
   - (B) The one who wins the biggest states
   - (C) The one who receives the most votes from the public
   - (D) The one who receives the most votes from electors

6. What does the professor mean when she says this: 🎧
   - (A) Many voters reject this system of choosing the president.
   - (B) Critics of the voting system have pointed out weaknesses.
   - (C) Students have made several objections to the voting system.
   - (D) Flaws in this voting system are not a disadvantage.

Questions 7–11

Listen to a conversation between a student and a professor.

Now get ready to answer the questions. You may use your notes to help you answer.

7. Why does the student go to see the professor?
   - (A) To apologize for arriving late
   - (B) To turn in her proposal to the professor
   - (C) To get help in analyzing her statistics
   - (D) To discuss improvements for her proposal

8. Why does the professor suggest that the student go to the Computer Center?
   - (A) To talk to Miriam at the information desk
   - (B) To get help setting up the statistical analysis
   - (C) To make changes to her statistical results
   - (D) To define her subjects' linguistic abilities

9. According to the professor, what information should the student add in her proposal?

   Choose 2 answers.

   - [A] How the analysis will be done
   - [B] How she got the statistics into a meaningful form
   - [C] How the subjects will be selected
   - [D] How she will contact the international students

10. Why does the professor say this: 🎧
    - (A) To illustrate a flaw in the student's proposal
    - (B) To compare two language groups
    - (C) To demonstrate international students' differing linguistic levels
    - (D) To suggest the kind of test the student should give her subjects

11. What does the professor imply about the people who will decide on the grant money?
    - (A) They will not approve of her getting help in analyzing her statistics.
    - (B) They will question what stress patterns she will study.
    - (C) They will be influenced by her definition of her subjects.
    - (D) They will not understand who her subjects will be.

Questions 12–17

Listen to part of a discussion in a business correspondence class.

Now get ready to answer the questions. You may use your notes to help you answer.

12. What is the discussion mainly about?
   - (A) The procedures for sending e-mail messages in the business world
   - (B) The etiquette to use when writing a formal business letter
   - (C) The reasons for using e-mails instead of formal letters
   - (D) The types of e-mails used in the business world

13. Listen again to part of the discussion. Then answer the question.
   Why does the professor say this: 🎧
   - (A) To avoid an argument between the students who have differing opinions
   - (B) To imply that different businesses deal with mail differently
   - (C) To bring up a different situation that may have to be dealt with in business
   - (D) To indicate that most businesses have to make policy changes

14. What can be inferred about the students?
   - (A) They have come to an agreement about internal e-mail use.
   - (B) They are both experienced in using e-mail techniques.
   - (C) They frequently get annoyed with each other's way of doing things.
   - (D) They are in disagreement with the professor's solutions.

15. Listen again to part of the discussion. Then answer the question.
   Why does the professor ask this: 🎧
   - (A) She wants to go back to a previous lesson.
   - (B) She is leading the students to a different solution to the problem.
   - (C) She thinks that the students have forgotten an essential part of communication.
   - (D) She is highlighting points that the students must learn for a test.

16. According to the discussion, which way both protects customer identity and promotes customer personalization?
   - (A) Sending the customers a group message
   - (B) Writing to the customers individually
   - (C) Using the blind copy feature
   - (D) Putting all the addresses into the receiver box

17. Which of the following are valid points about messages sent to a group address instead of individual addresses?

   Choose 2 answers.

   - [A] The customer's identity is protected.
   - [B] Individual addresses are hidden.
   - [C] The message appears personal.
   - [D] The address takes a long time to type.

Questions 18–23

Listen to part of a lecture in a literature class.

Now get ready to answer the questions. You may use your notes to help you answer.

18. What is the lecture mainly about?
   - (A) How London's life and work are contrasted
   - (B) How London's life influenced his work
   - (C) London's political writings
   - (D) London's early adventures

19. According to the professor, what effect did the absence of a father have on London?
   - (A) It affected his relationship with his mother.
   - (B) It caused him to commit crimes.
   - (C) It influenced aspects of his writing.
   - (D) It prepared him for a life of adventure.

20. What does the professor mean when he says this: 🎧

(A) He thinks many of the students in the class are poor.
(B) He is joking that some of the students may not be happy at college.
(C) He believes that some students are not enjoying the class.
(D) He is implying that some students will imitate London's behavior.

21. Why does the professor think that London read so many books?

(A) London wanted to learn from other writers.
(B) London was enrolled at a university.
(C) London needed to use other writers' ideas.
(D) London had few ways of gaining real experience.

22. What does the professor imply about London's success?

(A) He was immediately successful as a writer.
(B) He was successful only in later life.
(C) He worked hard to achieve success.
(D) He never really achieved much success.

23. What does the professor think of London's work?

(A) Most of London's work is excellent.
(B) Most of London's work is careless.
(C) Much of London's work is not very good.
(D) Much of London's work is very modern.

Questions 24–29

Listen to a discussion in an anthropology class.

Now get ready to answer the questions. You may use your notes to help you answer.

24. What is the main purpose of the lecture?

(A) To provide a framework for understanding early human culture
(B) To show how Cro-Magnon people became dominant
(C) To emphasize the importance of language in human evolution
(D) To introduce the question of the fate of the Neanderthal people

25. Why does the professor say this: 🎧

(A) To remind students of a previously made point
(B) To check whether students are following the lecture
(C) To ensure that students understand a term
(D) To provide an example of the Neanderthal's body structure

26. Why does the professor refer to the Neanderthal's ability to make and transport fire?

(A) To emphasize that they were not as advanced as the Cro-Magnon
(B) To argue that they were sophisticated toolmakers
(C) To show that they were relatively unintelligent
(D) To support her view that they were not as backward as some people have claimed

27. What does the professor NOT mention about the Neanderthal's use of language?

(A) Their range of speech sounds
(B) The shape of their vocal tracts
(C) The development of their brains
(D) Their inability to speak

28. Indicate whether each sentence below describes Neanderthal or Cro-Magnon characteristics.

Check the correct box for each statement.

	Neanderthal	Cro-Magnon
(A) They developed tools with handles.		
(B) They used bows and arrows.		
(C) They produced unsophisticated art forms.		

29. According to the professor, why is a comparison of Neanderthal and modern human DNA useful?
   - (A) To examine which diseases caused the extinction of Neanderthals
   - (B) To determine whether Neanderthals interbred with the Cro-Magnon
   - (C) To discover the origin of Neanderthal people
   - (D) To learn how they could have survived in a severe climate

Questions 30–34

Listen to part of a conversation at a campus police station.

Now get ready to answer the questions. You may use your notes to help you answer.

30. Why did the student go to the campus police?
   - (A) To report a stolen vehicle
   - (B) To ask about his right of appeal
   - (C) To get advice on writing a police report
   - (D) To complain about the lack of handicapped parking places

31. What can be inferred about the student?
   - (A) He didn't know he was parking illegally.
   - (B) He lives in a student dormitory.
   - (C) He uses a wheelchair.
   - (D) He drives to campus.

32. Listen again to part of the conversation. Then answer the question.
What does the officer mean when she says this:

(A) She is apologizing for the towing.
(B) She is empathizing with the student's situation.
(C) She regrets that the student broke the law.
(D) She is worried about the student's appeal.

33. Listen again to part of the conversation. Then answer the question.
Why does the officer say this:

(A) To make sure the man knows what he can do
(B) To give the man an excuse for breaking the rules
(C) To introduce the circumstances in which people appeal
(D) To offer the man help in writing an appeal

34. What will the student probably do?

(A) Write a letter of appeal
(B) Pay the fine immediately
(C) Park in the faculty parking lot
(D) Request a handicapped sticker

STOP ■

SPEAKING SECTION

Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer six questions by recording your response. Answer each of the questions as completely as possible.

In questions 1 and 2, you will first hear a statement or question about familiar topics. You will then speak about these topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will first read a short text. You will then listen to a talk on the same topic.

You will be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

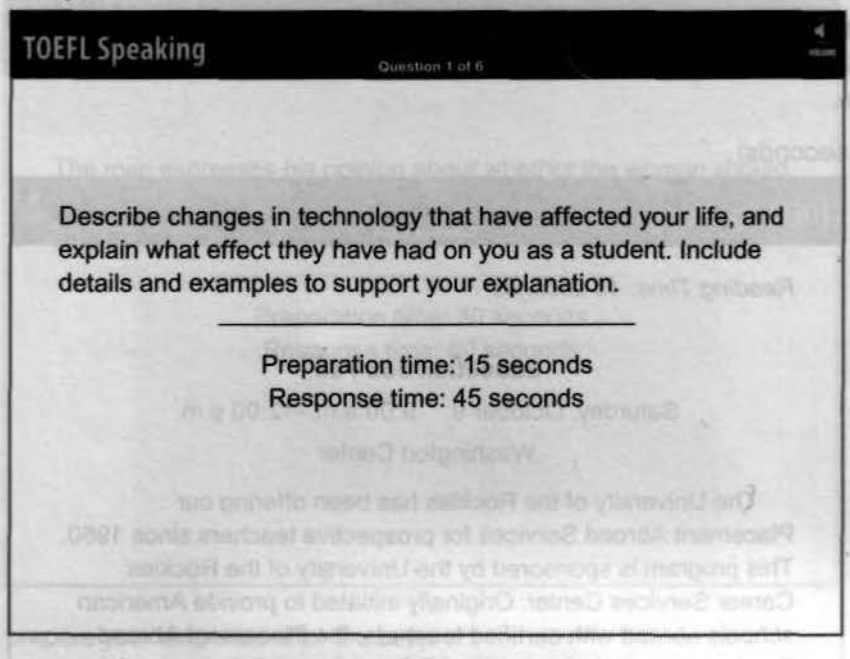
In questions 5 and 6, you will listen to part of a conversation or a lecture. You will be asked a question about what you heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response.

Listen carefully to the directions for each question. For each question you will be given a short time to prepare your response. When the preparation time is up, you will be told to begin your response.

START ▶

1. Please listen carefully.



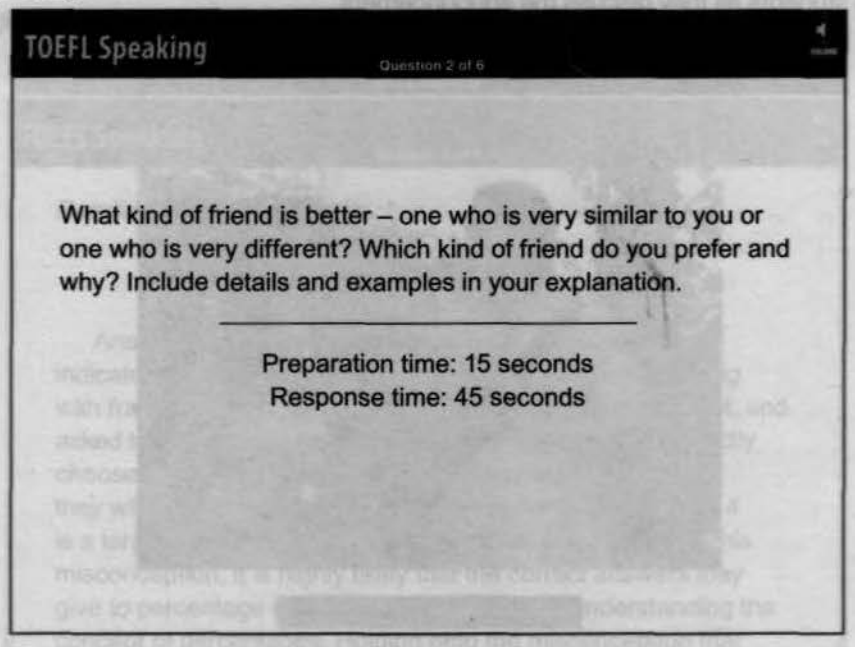
You may begin to prepare your response after the beep.

Please begin speaking after the beep.

STOP ■

START ▶

2. Please listen carefully.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

STOP ■

START ▶

3. Please listen carefully.

The University of the Rockies is announcing its annual job fair. Read the announcement from the Career Services Center. You will have 45 seconds to read the announcement. Begin reading now.

PAUSE II (for 45 seconds)

TOEFL Speaking

Question 3 of 6

Reading Time: 45 seconds

Education Job Fair

Saturday, October 9 9:00 a.m.–12:00 p.m.

Washington Center

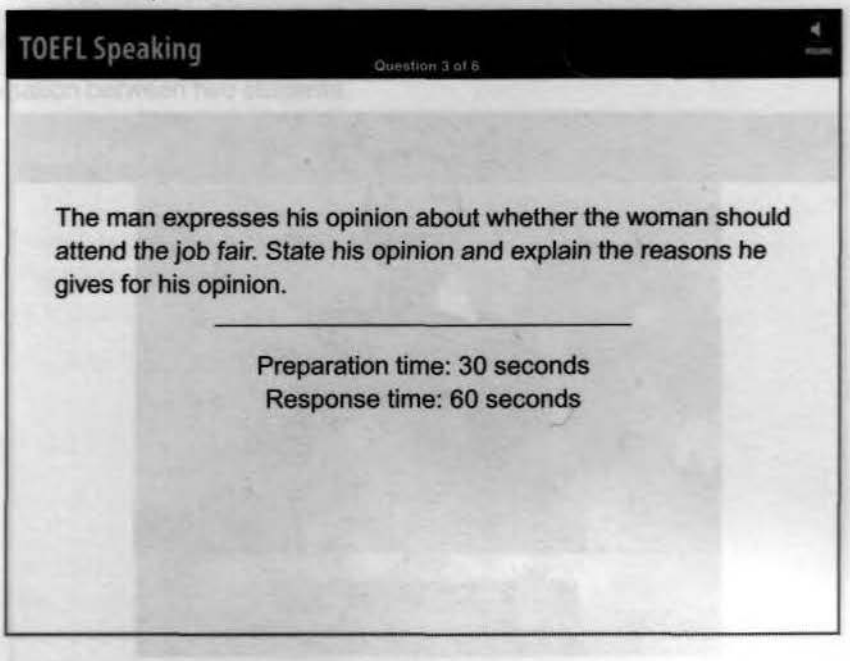
The University of the Rockies has been offering our Placement Abroad Services for prospective teachers since 1980. This program is sponsored by the University of the Rockies' Career Services Center. Originally initiated to provide American schools abroad with certified teachers, the Placement Abroad Services now includes the U of R Recruitment Fair, credential and referral services, and the "Careers in Education" publication. We are dedicated to providing our graduates in Education the opportunity to meet and interview with recruitment staff from international schools. This service is free for all U of R students and alumni.

Now listen to two students as they discuss the announcement.

TOEFL Speaking

Question 3 of 6

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

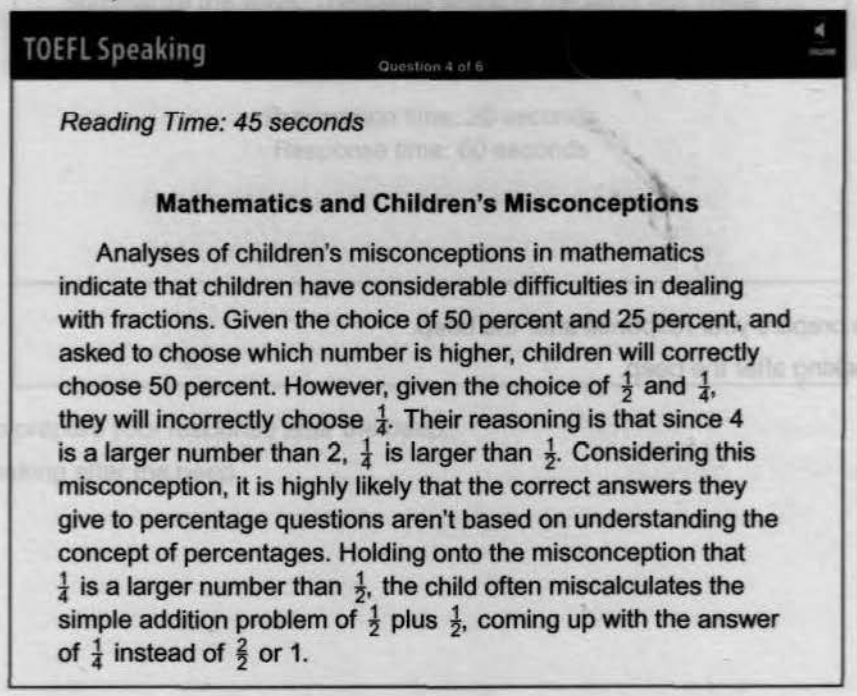
STOP ■

START ▶

4. Please listen carefully.

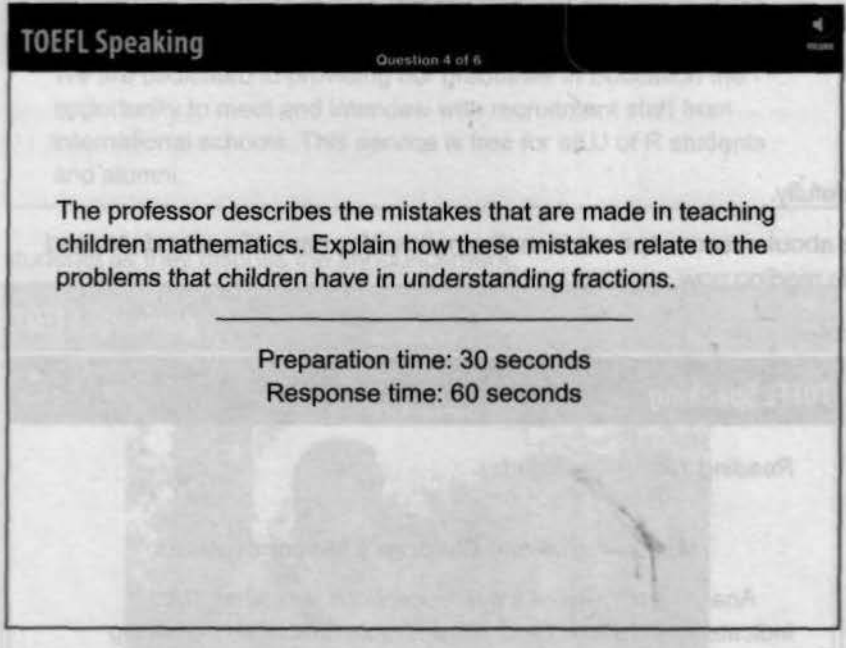
Read the passage about misconceptions in mathematics. You have 45 seconds to read the passage. Begin reading now.

PAUSE ❚❚ (for 45 seconds)



Now listen to part of a lecture on this topic in a math education class.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

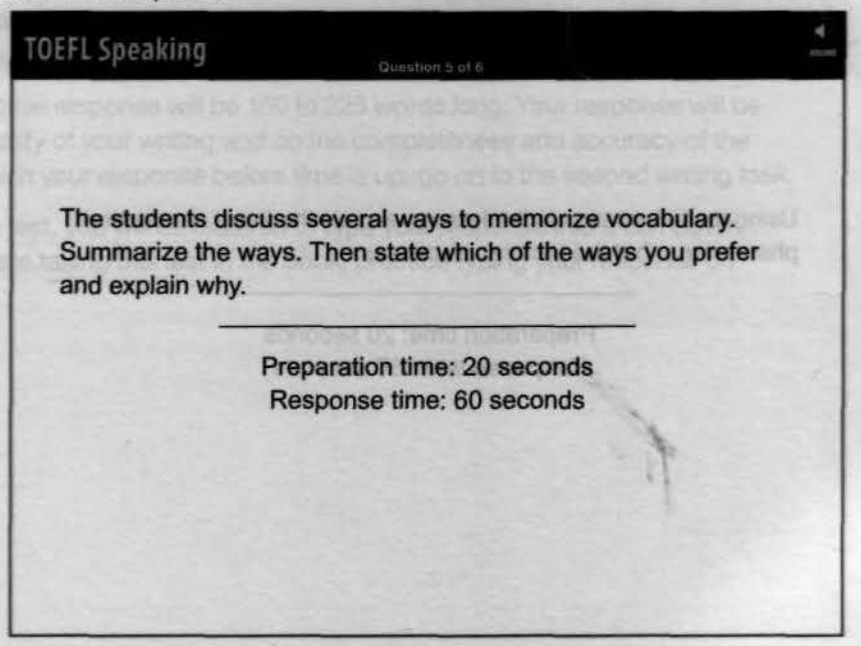
STOP ■

START ▶

5. Please listen carefully.

Listen to a conversation between two students.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

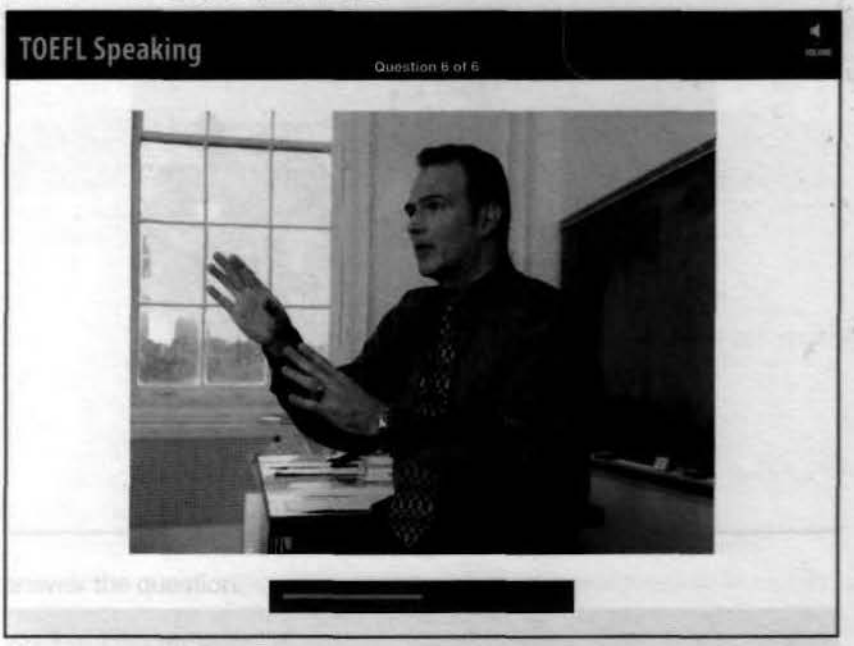
Please begin speaking after the beep.

STOP ■

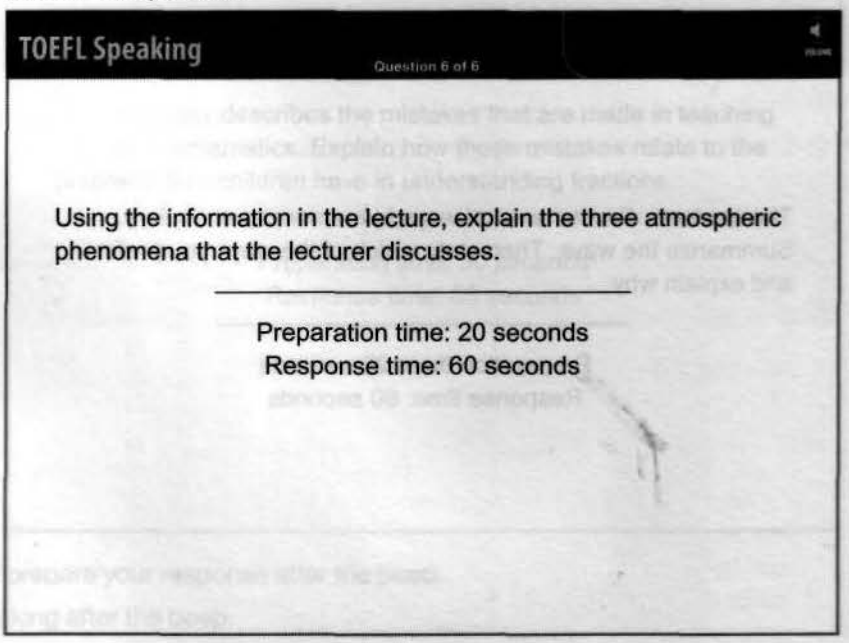
START ▶

6. Please listen carefully.

Listen to part of a lecture in an earth science class.



Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

STOP ■

WRITING SECTION

Directions

This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture, and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

Now read the directions for the first writing task.

Writing Based on Reading and Listening

Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes on the passage while you read. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You can refer to the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, go on to the second writing task.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INTEGRATED TASK

Directions: You have three minutes to read and take notes from the reading passage. Next, listen to the related lecture and take notes. Then write your response.

TOEFL Writing

Question 1 of 2

Productivity and Rewards

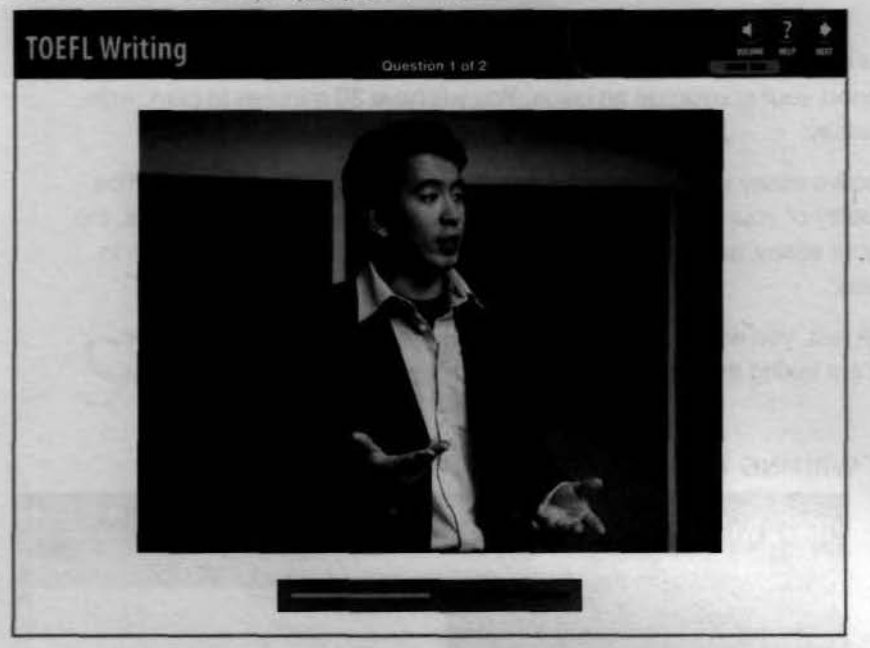
An important management principle is that when behavior is rewarded, it tends to be repeated. It follows that in many business enterprises, the approach to getting employees to work hard or improve productivity is to reward them with money or company stock. In addition, some enterprises use other forms of compensation such as special privileges or perhaps promotion or job reassignments or even company-paid luxury vacations and other bonuses in kind. All such rewards are usually tied in to some index of performance, which precisely calculates the relative amount of increased productivity.

Whatever the type of reward given, managerial consultants point out that the promise of such incentives improves employee attitudes, motivation, and productivity. Typical business handbooks describing compensation methods advocate giving the greatest rewards to those who perform the best. For example, a well-known academic text on incentives points out that "the closer the link between job performance and rewards, the greater the motivational effect."

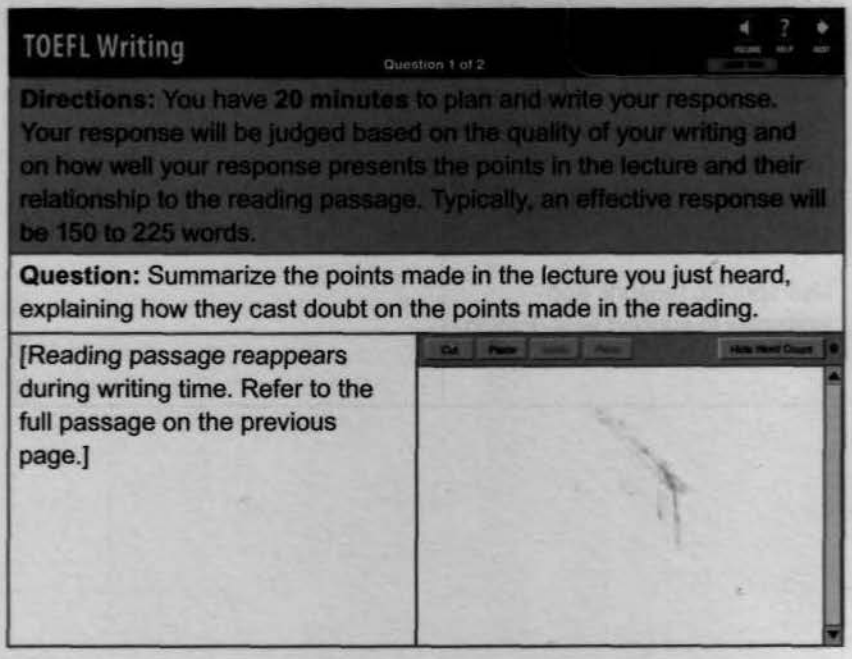
Advocates of improving productivity through rewards tacitly accept that people are rather like physical bodies that require the application of some external motivating force to be set in motion. Furthermore, they argue that any such incentives must have a high perceived value to the employee and must also be perceived as within the reach of that person. If the productivity goal appears beyond the reach of the person striving for the reward, then the motivational effect will be lower and productivity may decline. But if the reward system is correctly structured, productivity experts argue, it is possible to persuade people to achieve remarkable results.

START ▶

Now listen to part of a lecture on the topic you just read about.



STOP ■



Writing Based on Knowledge and Experience

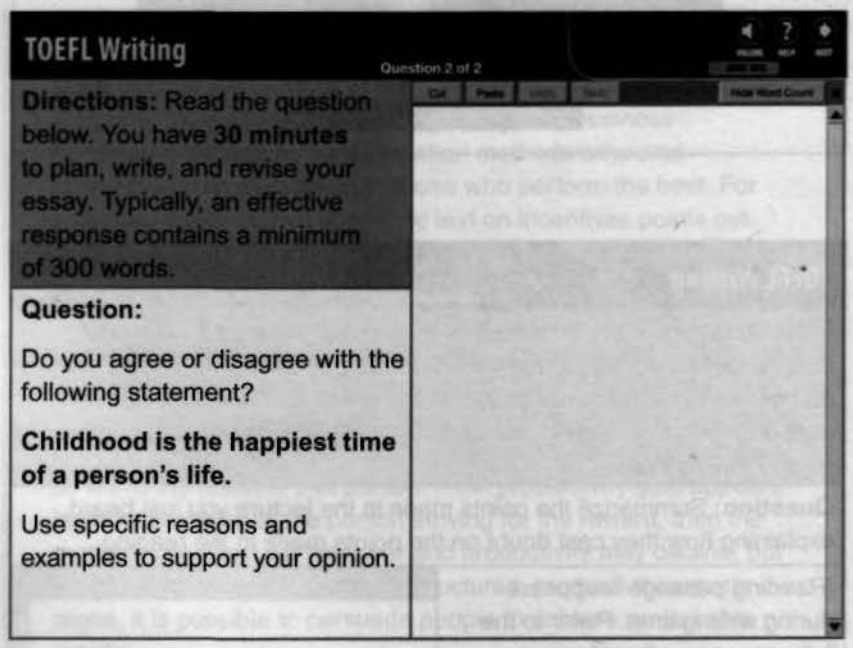
Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INDEPENDENT WRITING TASK



PART 1

BUILDING SUPPORTING SKILLS

OVERVIEW

The TOEFL® iBT test directly measures your skills in reading, listening, speaking, and writing. Some supporting skills are tested indirectly. Others are not tested but will support your chances of doing well. Listed below are five categories of supporting skills you will need to develop in order to succeed on the test.

Learner strategies
You can enhance your learning by developing learner strategies. When you begin studying for the TOEFL test, it will be valuable to identify your strengths and weaknesses, analyze what motivates you, recognize your most effective learning strategies, set goals, plan a study schedule, and think about how to evaluate your progress. None of these strategies will be tested, but they will help you focus your study and do better on the test.

Note taking, paraphrasing, and summarizing
You are allowed to take notes throughout the TOEFL iBT test. Note taking is not required, but it is an important skill that will help you to focus your attention on the listening passages, remember the important points, and organize your thoughts in the integrated speaking and writing tasks. Paraphrasing and summarizing are also important skills that will help you succeed on the test.

Vocabulary
Your knowledge of vocabulary is tested in the Reading section. In addition, your ability to choose appropriate words to describe the main points and express your ideas will affect your score in the Speaking and Writing sections.

Pronunciation
The Speaking section is scored not only on how well you develop your responses but also on the clarity of your speech. Although you are not expected to have perfect native-speaker pronunciation, your ability to match English speech patterns closely will affect your score.

Grammar
There is no grammar section on the TOEFL iBT test, but how correctly and naturally you use a combination of basic and complex grammatical structures in the speaking and writing tasks will affect your score. A strong command of English grammar will also help you comprehend the material in the Reading and Listening sections.

LEARNER STRATEGIES

When you begin to study for the TOEFL test, it is worthwhile to plan your approach to preparing for the test and stick to that plan. You may want to consider the following activities.

Analyze your strengths Reflect on skills you are good at, what strengths you used to master those skills, and how you can use those strengths to reach your goals for the TOEFL test.

Identify your learning style Think about how you learn best. Use this knowledge to plan study sessions that fit your style of learning. Think of other learning styles and how they could fit into your approach to enhance your learning.

Motivate yourself Motivation refers to your desire to do something. Your motivation could be driven by external goals. For example, you may want to receive a score that will help you get into a prestigious university. Motivation can also be driven by internal goals. For example, you may want to study because you love foreign languages and want to improve your English. Think about what your motivations are for studying for the TOEFL test, and make a list. Refer to it often.

Set goals Goal-setting is an important process. You should set goals that are specific, challenging, and attainable. Set long-term goals, then come up with a list of smaller steps that lead toward attaining them. Use these steps to build a "goal map" of short-term goals that lead to your final goal.

Plan your study schedule Find time in your schedule that can be set aside for longer periods of concentrated study. Also, identify activities in your daily routine that can be combined with learning. For example, you can give 45-second speeches to yourself when you take a shower or practice thinking to yourself in English while you are commuting.

Check your progress Keep track of your progress and modify your study plans accordingly. Periodically review your goals and see if they need to be more challenging or more accessible.

Exercises LS1–LS13

Use Exercises LS1–LS13 to reflect on and develop your learning strategies.

EXERCISE LS1 *Identifying your strengths*

Think of a skill you are good at. Write it below.

I am good at _____

How do you know that you are good at the skill? Check (✓) all the reasons that apply.

I know this because

- ☐ I have won awards or prizes.
- ☐ I got a good grade in school.
- ☐ I have been praised for it.
- ☐ I was told that I was good at it by someone whose opinion I trust.
- ☐ I recognize my own ability.
- ☐ Other reasons: _____

_____

EXERCISE LS2 *Analyzing your strengths*

Think about the skill you named in Exercise LS1. Write down specific activities that helped you master this skill. Write down what you did on your own and what someone else did to help you.

What I did on my own	What someone else did to help me

EXERCISE LS3 *Analyzing yourself as a teacher*

Think about a skill you learned by yourself. Write down what motivated you to learn how to do it, and the specific details of how you taught yourself. Then evaluate yourself.

1. I taught myself to _____
2. My motivation was _____
   _____
3. I taught myself in the following way(s):
   _____
   _____
4. How would I evaluate my ability in the skill that I taught myself?
   - ☐ excellent
   - ☐ good
   - ☐ average
   - ☐ poor
5. What do I base this evaluation on?
   _____
   _____

EXERCISE LS4 *Building a picture of your learning process*

Review Exercises LS1–LS2, which analyze skills you have successfully learned, and Exercise LS3, which analyzes skills you taught yourself. Then answer the questions.

1. Do I see a pattern in the way I have succeeded in mastering skills?
   _____
   _____

2. What differences are there in the ways I approach the learning process?

_____

_____

3. What affects my motivation?

_____

_____

EXERCISE LS5 *Recognizing your learning style*

For each of the four learning styles listed below, check (✓) all of the characteristics that describe you well. Then count the total number of checks for each one. Which style describes you best? Read the analysis of your learning style in the chart on the next page.

The problem solver

☐ I examine all parts of a task.
☐ I like to understand things first.
☐ I plan how to approach a task.
☐ I enjoy the challenge of difficult tasks.
☐ I like my work to be perfect.

____ Total

The explorer

☐ I find everything interesting.
☐ I collect unrelated bits of information.
☐ I like details even though I seldom remember them.
☐ I have difficulty deciding what is relevant.
☐ I concentrate on the whole picture instead of the details.

____ Total

The go-getter

☐ I tend to start in on the activity without reading instructions.
☐ I solve problems through trial and error.
☐ I like to see someone else do it first and then have the opportunity to do it myself.
☐ I need lots of breaks while studying because I think better when I can move around.
☐ I like to get on to the next activity quickly.

____ Total

The daydreamer

☐ I add lots of pictures and arrows in my notes.
☐ I remember better if I write information down.
☐ I picture things in my mind.
☐ I work best in a quiet place.
☐ I think a lot about the topics.

____ Total

Analyses of the four learning styles

	Learning strengths	Skills to be developed
The problem solver	• analytical thinking • critical thinking • organizational skills • solution-oriented	• creative thinking • stress management • working with others • risk taking
The explorer	• extensive knowledge • seeing connections • highly motivated • inventive	• time planning • priority setting • analytical thinking • sorting essential/ nonessential items
The go-getter	• quick starter • completes tasks quickly • motivator • problem solver	• time planning • creative thinking • considering alternatives • increasing concentration
The daydreamer	• reflective • gets to essence of things • successful visualizing • creative thinking	• time planning • scheduling • priority setting • distraction avoidance

EXERCISE LS6 *Reflecting on your approach to learning*

Answer the questions.

1. What tactics do I use to remember something important?

   _____

   _____

2. How do I demonstrate to myself that I have learned something?

   _____

   _____

3. How do I motivate myself?

   _____

   _____

4. What am I going to do to develop the skills I need?

   _____

   _____

5. How can I incorporate all approaches to improving the following English skills?

   Reading

   _____

   _____

Listening

Speaking

Writing

EXERCISE LS7 *Managing motivation*

Answer the questions.

1. What can I do to make an activity interesting for myself?
2. How can I build up my enthusiasm?
3. How can I avoid getting discouraged when my progress seems slow?
4. What kinds of goals can I set?

EXERCISE LS8 *Creating a learning environment*

Answer the questions.

1. At what times of the day do I feel most mentally alert (e.g., early morning, late at night)?
2. How do I deal with distractions (e.g., block them out, leave the area)?
3. What environment is most helpful for my learning (e.g., music playing in the background, total silence)?

4. What can I do to create that learning environment?

_____

_____

5. How can I incorporate study time into my daily schedule (e.g., set aside specific time, review things while waiting in a line)?

_____

_____

EXERCISE LS9 *Assessing your skills*

The charts below and on the pages that follow list the skills you need to succeed on each section of the TOEFL test. For each skill, rate yourself on a scale from 1 to 5. Check (✓) the box.

1 = poor	2 = weak	3 = average	4 = good	5 = excellent

Reading section

Think about the reading passages you completed in the Diagnostic Test as you rate yourself on each of the reading skills below.

	1	2	3	4	5
I understand the general topic of a passage.					
I understand the overall meaning of a passage.					
I understand inferences.					
I can draw conclusions.					
I understand the main ideas.					
I understand the details.					
I understand most words in context.					
I know the words that are given as choices to the vocabulary items.					
I understand the pronoun references and other phrases that refer to other parts of the passage.					
I understand long and complicated sentences.					
I am good at picking out the important parts of a passage.					
I understand how the grammar of a sentence conveys meaning.					
I can summarize a passage in my own words.					
I can complete tables based on the information in the passage.					
I understand how connecting words join the ideas between sentences.					
I can recognize restatements of the information in a passage.					
I understand the connection of ideas for inserting information.					
I recognize when information has not been included in a passage.					

Listening section

Think about the passages you heard in the Diagnostic Test as you rate yourself on each of the listening skills below.

	1	2	3	4	5
I understand the general topic of a passage.					
I understand the overall meaning of a passage.					
I understand inferences.					
I can draw conclusions.					
I understand the main ideas.					
I understand the details.					
I understand most words in context.					
I understand the pronoun references and other phrases that refer to other parts of the passage.					
I am good at picking out the important parts of a passage.					
I understand how the grammar of a sentence conveys meaning.					
I understand when the speakers use filler words like "um" and "ah."					
I understand when the speakers make mistakes that they correct.					
I understand when the speakers interrupt themselves.					
I understand when the speakers hesitate.					
I understand incomplete phrases.					
I can relate ideas throughout a passage.					

Speaking section

Think about the speaking tasks you completed in the Diagnostic Test as you rate yourself on each of the speaking skills below and on the next page.

	1	2	3	4	5
I can pronounce English consonants.					
I can pronounce combinations of consonants.					
I can pronounce English vowels.					
I can pronounce combinations of vowels.					
I can reproduce English stress patterns.					
I can reproduce English rhythms.					
I can reproduce English intonation patterns.					
I speak clearly.					
I speak at a natural speed – not too fast, not too slow.					
I organize my ideas logically.					

Speaking section *(continued)*

	1	2	3	4	5
I connect my ideas correctly.					
I use correct structures.					
I choose precise words.					
I focus on the important points.					
I show the relationships between ideas.					
I choose relevant information.					
I include appropriate details.					
I put given information into my own words.					
I answer the requirements of the tasks.					
I budget my time well.					

Writing section

Think about the writing tasks you completed in the Diagnostic Test as you rate yourself on each of the writing skills below.

	1	2	3	4	5
I organize my ideas logically.					
I connect my ideas correctly.					
I choose precise words.					
I use correct structures.					
I make my sentences concise.					
I introduce the topic.					
I focus on the important points.					
I show the relationships between ideas.					
I choose relevant information to support my ideas.					
I include appropriate details for my supporting ideas.					
I select the relevant information from the reading and listening passages.					
I put given information into my own words.					
I present the information from the passages accurately.					
I include all the important points from the passages.					
I make connections between the reading and listening passages.					
I write a concise conclusion.					
I make corrections.					
I budget my time well.					

EXERCISE LS10 *Setting goals*

Think about your English language skills, your learning style and approach to learning, the way you motivate yourself, and your ideal learning environment. Write your answers to the following questions about your goals:

1. What have I achieved so far?
2. What do I need to achieve?
3. How can I state my goals in a specific way? ("Increase my vocabulary" is not a specific goal. "Add five new words to my vocabulary every day" is a specific goal.)
4. What goals should I give priority to?
5. How can I break my long-term goals into short-term ones?
6. How am I going to break my short-term goals into small, achievable steps?
7. What time limits am I going to set on each step?
8. How will I know that I have met my short-term goals?

EXERCISE LS11 *Reviewing your goals*

Read the questions below and review the goals you wrote in Exercise LS10. Adjust your goals accordingly.

1. Have I focused on important skills to learn?
2. Have I set my goals too low? In other words, are they too easy and not challenging enough?
3. Have I set my goals too high? Are they so high that I will fail and get discouraged?
4. Are my goals accessible? (For example, you have control over a goal such as "I will practice speaking English for one hour every day," but you might not have control over a goal such as "I will practice speaking English to a native English speaker every day.")

EXERCISE LS12 *Planning your study schedule*

1. List the times during the week that you are available to study for the TOEFL test. Look at the example below.

Times during the week I can study for the TOEFL test.

Monday
8 AM – 9:30 AM
7 PM – 10 PM

Tuesday
8 AM – 9:30 AM
4 PM – 6 PM

Wednesday
8 AM – 10 AM

Thursday
4 PM – 10 PM

Friday
10 AM – 11:30 AM

Saturday
10 AM – 12 PM

Sunday
8 PM – 10 PM

2. Make a chart like the one below for each week remaining before the TOEFL test. Look at your goals and think about what you want to accomplish. Then fill in your chart for the first week.

Week of: January 8–14							
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
8 AM – 10 AM	Work on Listening section in my TOEFL book.	1. Give oral summary of documentary while making breakfast. 2. Review vocabulary while on the bus.	Work on Listening section in my TOEFL book.				
10 AM – 12 PM					Meet English conversation partner at cafeteria. Give oral summary of last night's lecture.		
12 PM – 3 PM							
3 PM – 6 PM		Work on Reading section in my TOEFL book.		Attend lecture at Lyceum Hall. Take notes.			
6 PM – 10 PM	Watch documentary on English channel. Take notes. Look up unfamiliar words.			Go over notes from lecture. Look up unfamiliar words.			View English-language movie.

EXERCISE LS13 *Tracking your progress*

Look at the chart below. Make a similar chart to suit your individual needs. Use the chart to keep track of your progress.

Goal
Date work was begun
Amount of time spent on the goal
Evaluation
What I did that was successful in reaching or trying to reach this goal
What I learned that will help me in the next goal

NOTE TAKING, PARAPHRASING, AND SUMMARIZING

In addition to the four major skill areas assessed on the TOEFL test (reading, listening, speaking, and writing), there are several supplementary skills that will help you succeed on the test as well as in your academic studies. These skills – note taking, paraphrasing, and summarizing – are not directly tested on the TOEFL test, but mastering them will help you improve your score. Strategies for developing these skills are presented below.

Note taking

Note taking is an important skill for any student to develop. The average student in an American university spends 12–16 hours a week in classroom lectures and discussions. Taking notes is the most effective way to organize and remember what you hear in class, as well as what you read outside of class. Here are some reasons you will want to take notes on the TOEFL test:

- Taking notes will help you focus your attention on the content of the reading and listening passages.
- Organized notes will help you to develop a well-organized speech or essay in the time allotted.
- Writing down information will help you to remember main ideas and details.
- If you forget any details, you can refer back to your notes.

To be a good note taker, you need to develop two skills: writing notes quickly and understanding what is important in a passage. To write notes quickly, you can learn to use abbreviations and symbols, use a format, and organize ideas to show

relationships clearly. To take good notes on a passage, it's important to be able to identify the topic, identify the important points, and understand the logic and the organization of the passage.

On the TOEFL iBT test, you will encounter written and spoken texts. Strategies and suggestions for taking notes from each type of passage are outlined below.

Taking notes from written texts

In order to take effective notes from a written passage, follow these steps:

1. Read the complete passage. Reread any part you don't understand.
2. Identify important information: the specific topic and main ideas.
3. Write a quick list of the important points. Use abbreviations.
4. Paraphrase the main ideas to avoid repeating exact phrases from the text.

Taking notes from spoken texts

Taking notes from spoken texts can be challenging, especially in a language that is not your own. Developing effective listening strategies will help you to overcome any anxiety, concentrate on content, and take better notes. Some strategies for effective listening are listed below:

- If you are attending a live lecture, sit at the front of the room. You will be able to hear more clearly and experience fewer distractions.
- Focus your attention on what the lecturer is saying. If you are listening to a live lecture or viewing one on a screen, do not let his or her manner of speaking distract you. Learn common ways in which native speakers hesitate, use filler phrases, and self-correct. (See Practice with Understanding Natural Speech, p. 254).
- Listen for signal words and phrases that indicate that important information is coming next. These signals help you to know when to take notes.
- Try to anticipate what the lecturer will talk about next. In this way, you can avoid getting behind and missing important details as you write.
- Try to quickly organize your notes as you write. Use one of the methods illustrated in Exercise NPS1 on p. 55 to clearly define main points versus supporting details.
- Determine how the lecture ties in with previous lectures, reading assignments, and the general subject matter. In other words, ask yourself how a lecture fits into the larger picture.

Knowing when important information is about to be presented is an essential skill in effective note taking. In the types of listening passages you will encounter on the test, listen for signals that important ideas or details are to come.

Signals in conversations In a conversation, there are several signals, or markers, you can listen for that indicate important ideas. These include:

- One speaker asking the other speaker for an explanation
- One speaker agreeing with a point made by the other speaker
- One speaker adding details to a point made by the other speaker
- One speaker disagreeing with a point made by the other speaker
- One speaker presenting information that conflicts with a point made by the other speaker

You will also need to listen for a speaker's attitude and degree of certainty. A speaker will indicate these through:

- The use of intonation and stress patterns
- The choice of words – for example, "It must be true that . . ." or "Experts say . . ."

Signals in lectures In a lecture, there are several ways in which a speaker can indicate an important point. These include:

- Saying it slower and louder, sometimes with a pause
- Repeating it
- Drawing attention to it – for example, "I want to stress that . . ." or "The crucial thing to remember is . . ."

Lecturers can indicate a new point or details by:

- Using transitions and connecting words
- Using signals – for example, "There are three reasons why . . . ," "I'd like to move on to . . . ," "Next we have . . . ," or "Most important . . ."

For a list of signal words and phrases, see Connecting Ideas Between Sentences or Paragraphs (Transition Words), p. 117.

Paraphrasing

Learning to paraphrase quickly and effectively will help you understand and remember the main points and important details from reading passages and lectures. Paraphrasing is also an important skill to use in the integrated tasks on the TOEFL iBT test. If you can paraphrase what you've heard or read, your speech or essay will be clearer and more accurate.

To paraphrase effectively, it is important to have clear notes on what you have read or heard. Look at your notes and think about how you might explain the material to someone who is unfamiliar with the topic. Then write or speak using synonyms, simplified words, and different sentence structures from the original passage to clearly explain the concepts.

To practice paraphrasing skills, follow these steps:

1. Read a text or listen to a spoken passage several times to be sure that you have fully understood the material.
2. Take abbreviated notes using one of the methods illustrated in Exercises NPS2 and NPS3 on p. 57.
3. Write full sentences in your own words to explain the concepts and details outlined in your notes.
4. Keep in mind that your audience may not be familiar with the topic. Use simplified words to paraphrase and restate the main points and supporting details.
5. Compare your version of the text or lecture with the original to make sure it is accurate. Make any adjustments and evaluate any need for improvement.

Summarizing

You will need to learn how to clearly and accurately summarize what you have read or heard in order to succeed on the TOEFL test as well as in your university studies. A summary differs from a paraphrase in that it does not present a full account of the material, but rather describes only the major points. An effective summary is concise, clear, and coherent, and much shorter than the original text.

To summarize effectively, make sure you have understood what you have read or heard and taken clear notes. If you have paraphrased the material in your notes, think about the main points and how they connect on a general level. If your notes are in outline form, look at the main categories and think about how to link them clearly without including too much detail:

To practice summarizing skills, follow these steps:

1. Read a text or listen to a spoken passage several times to make sure that you have fully understood the material.
2. Take abbreviated notes using one of the methods illustrated in Exercises NPS2 and NPS3 on p. 57.
3. Organize your notes in a way that clearly shows the hierarchy of main points versus supporting details.
4. Determine the author's or speaker's main purpose, intent, and meaning.
5. Convey the main points of the text or lecture in one or two coherent paragraphs.

Exercises NPS1–NPS10

Use Exercises NPS1–NPS10 to reflect on your note-taking strategies and to practice paraphrasing and summarizing.

EXERCISE NPS1 *Thinking about methods of note taking*

Read the lecture excerpt. Below the excerpt are examples of five different ways to organize notes on the excerpt. Check (✓) the ones that you think would be useful to you.

> In the Americas, two complex societies emerged at the end of the first millennium BCE: the Mayan civilization in Mesoamerica and the Moche/Nazca states in Peru. Both these civilizations were founded on the cultivation of maize and were dominated by ceremonial centers constructed for a priestly elite. By the beginning of the second millennium CE, these states had been replaced by imperial civilizations – the Aztecs taking over the Mayan civilization and the Incas, the Moche/Nazca states.

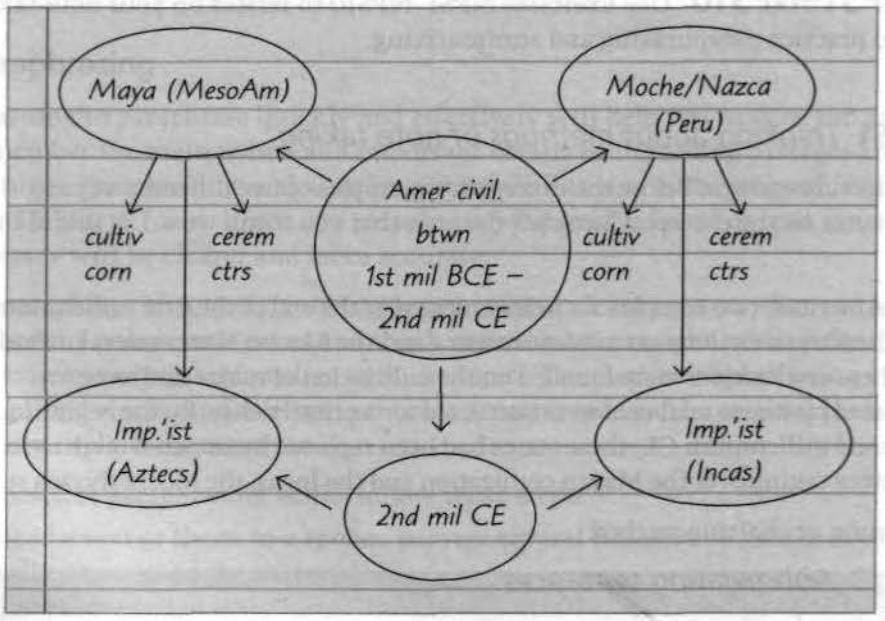
☐ 1. Column or charting method

	Amer civs btwn 1st mil BCE & 1st mil CE	
	1. Maya – MesoAm	
		cultiv corn
		dom by cerem ctrs
	conq by Aztecs 2nd mil	
		empire dom
	2. Moche/Nazca – Peru	
		cultiv corn
		dom by cerem ctrs
	conq by Incas 2nd mil	
		empire dom

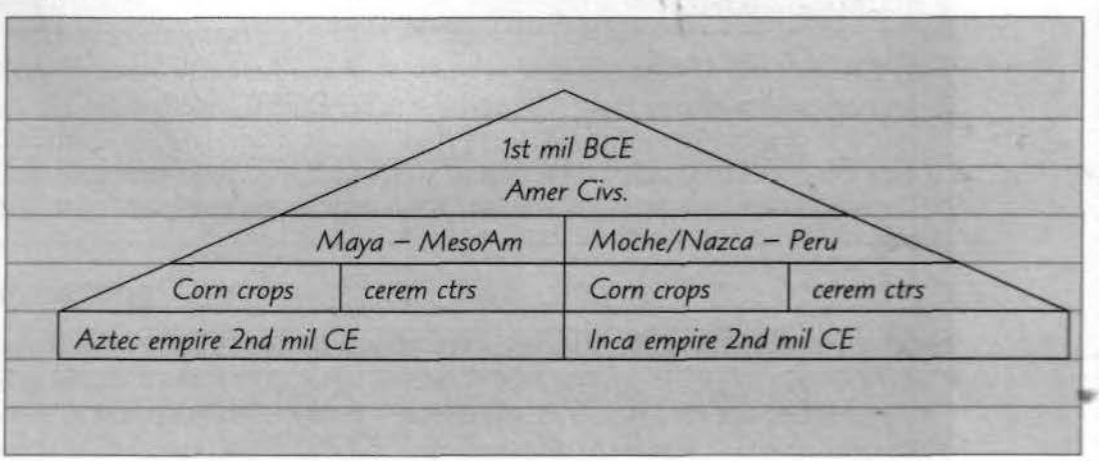
☐ 2. Outline method

- A. Amer. Civs 1st mil BCE.
  - 1. Maya – MesoAm
    - a. cultiv corn
    - b. cerem cntrs
  - 2. Moche/Nazca – Peru
    - a. as above
    - b. "
- B. Imperialist 2nd mil CE.
  - 1. Aztecs conq Maya
  - 2. Incas " M/N

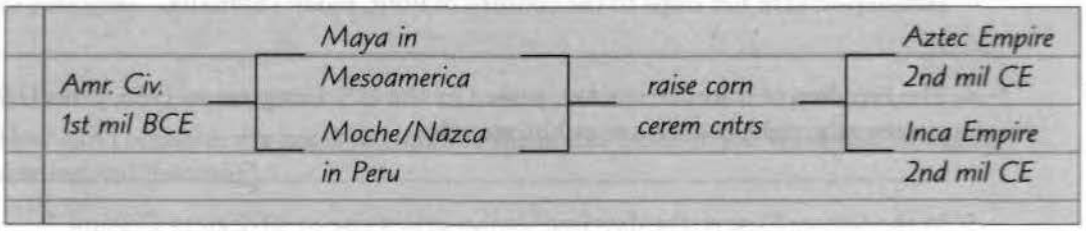
☐ 3. Mind map method



☐ 4. Pyramid method



☐ 5. Flow chart method



EXERCISE NPS2 *Using short forms*

Practice using abbreviated forms by writing your own short form of the words listed below.

department	*dpt*
percentages	*%s*
anthropologist	*anthrop.*

1. association _____
2. World Health Organization _____
3. for example _____
4. lexicography _____
5. building _____
6. equals _____
7. concentrated _____
8. chapters _____
9. developing _____
10. without _____

EXERCISE NPS3 *Abbreviating sentences*

Read the sentences, and write them in a shortened form.

The decrease in the number of birds has had the effect of an increase in the insect population.

↓ # birds = ↑ bug pop

Decrease is represented by the arrow pointing downward. The symbol # means *number*, the symbol = means *equals* and refers to the results of the decrease in birds. *Increase* is represented by the arrow pointing upward. The word *bug* is a shorter word meaning *insect*, and *pop* is an abbreviation for *population*.

1. Ironworking probably spread to the rest of Africa via the Meroitic civilization.

_____

2. Finely ground pigments mixed with a base such as egg yolk was the exclusive medium for painting panels in the Middle Ages.

_____

3. Trade relations between Egypt and Africa began in 1460 BCE when Queen Hatshepsut sent her ships to the country of Punt, today's Somalia.

4. The Freedom of Information Act, passed by the U.S. Congress in 1966, gives U.S. citizens the right of access to public records.

5. In the Sonora Desert, the daytime temperatures rise to 50 degrees Celsius.

EXERCISE NPS4 *Predicting what will follow a signal word or words*

Write the kind of information you would expect to hear when a speaker uses the connecting words below.

in other words *a repetition of a previous point but said in a different way*

1. likewise _____
2. therefore _____
3. as an illustration _____
4. granted that _____
5. incidentally _____
6. previously _____
7. conversely _____
8. furthermore _____
9. above all _____
10. to summarize _____

EXERCISE NPS5 *Analyzing note-taking strategies*

Answer the questions.

1. How can I increase my speed in taking notes?

2. How can I organize my notes to show cause-and-effect relationships?

3. How can I organize my notes to show comparisons and contrasts in passages?

4. How can I organize my notes to indicate the reasoning for and against an argument in passages?

5. How can I organize my notes to combine the points made in the tasks that integrate reading and listening?

EXERCISE NPS6 *Taking abbreviated notes*

Read the excerpts from texts and lectures. Write abbreviated notes in the format of your choice.

Chief Washakie was the head chief of the Shoshone tribes from the mid-1800s. He earned this position through his bravery in battles and his wisdom in statesmanship. As a charismatic leader with linguistic abilities in French, English, and numerous Native American languages, Chief Washakie negotiated a treaty that protected the lands of the Shoshone people and provided them with education and health care. In 1900, after 60 years of leadership, Chief Washakie, the man known as the "Peacemaker," died. He is the only Native American chief to have been given the honor of a full military funeral by orders from the president of the United States, President McKinley.

Washakie → Shoshone chief, 1800s
Qualities → brave, wise, charismatic, multilingual
Treaty → protect lands, provide edu & health
Died → 1900, peacemaker, only Native American chief buried U.S. military honors

1. Rube Goldberg earned his degree in engineering, but a love for drawing led him into the cartooning profession. Although Goldberg's career in cartooning involved a variety of different creations, he is perhaps best known for the absurd inventions of Professor Lucifer Gorgonzola Butts. Typically, these inventions, sometimes referred to as "Rube Goldberg's inventions," consisted of outrageously complicated designs for machines that performed ridiculously simple tasks. Every year, a nationwide Rube Goldberg invention contest is sponsored by the engineering fraternity at Purdue University. University students are required to design and engineer an impractical machine to perform in less than 9 minutes a simple task using more than 20 processes. Past assignments have included designing a device that turns off an alarm clock and one that cleans and peels an apple.

2. When sound waves hit an object, they are reflected back. This is called an *echo*. Several species of animals use a system of emitting sounds and listening for the subsequent echoes in order to navigate or find food. This system is called *echolocation*. Echolocation makes it possible for these species to reduce their dependency on sight while hunting at night, living in dark areas such as in caves (as in the case of bats and some birds), or swimming through cloudy or dark water (as in the case of whales and dolphins).

   You may be surprised that not all whales use echolocation. Only the toothed whales, *Odontoceti*, have this capability, although baleen whales do have the apparatus for echolocation in a vestigial form, which suggests that they may have been capable of using echolocation in the past. I will go on now to discuss odontocete skull anatomy and how echolocation is achieved.

3. If scores on IQ tests are anything to go by, it seems that people are becoming more intelligent. Since the 1950s, test scores have been rising, and although many studies have been undertaken, the reasons for the rise in IQ scores remain a mystery. Factors such as the decrease in family size, improved nutrition, higher living standards, access to a better education, or a combination of these factors may account for some of the increase. Since increases have tended to be in those areas measuring abstract reason, it has been suggested that children have been stimulated by the visual effects of television and the problem-solving challenges of video games. But beyond just IQ, researchers are also beginning to study Emotional Intelligence, or EI. A person with high EI has a self-awareness that enables a better understanding of his or her own emotions and how to manage them. Furthermore, that person has the ability to be empathetic toward others. You might call this having good social skills.

   There are people with high IQs who lack emotional intelligence. However, people with emotional intelligence tend to have the capacity to keep their emotions from interfering with solving intellectual problems, and therefore, they do well on IQ tests. It has also been shown that IQ scores drop dramatically when people with low emotional intelligence have allowed negative feelings to interfere with intellectual tasks required on IQ tests.

EXERCISE NPS7 *Paraphrasing spoken and written texts*

Using your notes from Exercise NPS6, paraphrase the original texts and lectures.

The leader of the Shoshone tribes in the mid- to late 1800s was Chief Washakie. He was a brave, wise, and charismatic man who could speak many languages. He made a treaty that protected Shoshone lands and gave his people access to education and health services. When he died in 1900, he was known as the "Peacemaker," and he is the only Native American chief buried with U.S. military honors.

1. _____

2. _____

3. _____

EXERCISE NPS8 *Summarizing spoken and written texts*

Using your notes and sentences from Exercises NPS6–NPS7, write short summaries of the original text and lectures.

Chief Washakie was a talented leader of the Shoshone tribes during the 1800s who helped protect and serve his people by negotiating a treaty for peace. At his death in 1900, he became the only Native American chief to be honored with a U.S. military funeral.

1. _____

2. _____

3. _____

EXERCISE NPS9 *Determining your resources*

Read the list of resources you can use to practice taking notes, paraphrasing, and summarizing. Check (✓) the resources that are available to you.

Listening materials

- ☐ the listening and integrated skills sections of this book
- ☐ the listening and integrated skills tasks in the tests that accompany this book
- ☐ audio cassettes or CDs
- ☐ videotapes
- ☐ CD-ROMs
- ☐ DVDs
- ☐ radio programs
- ☐ TV programs
- ☐ lectures given in English
- ☐ online lectures in English

Written materials

- ☐ the reading and integrated skills sections of this book
- ☐ the reading and integrated skills tasks in the tests that accompany this book
- ☐ English-language newspapers
- ☐ English-language magazines
- ☐ English-language textbooks
- ☐ online reading material in English

EXERCISE NPS10 *Planning a study strategy*

Plan a strategy for improving your note-taking, paraphrasing, and summarizing skills.

1. The note-taking, paraphrasing, and summarizing skills I need to work on:

2. What I am going to do to improve and how I am going to do it:

3. How I am going to evaluate my progress:

VOCABULARY

The more extensive your vocabulary is, the more successful you will be on all parts of the TOEFL test. In TOEFL reading passages and lectures on the test you will encounter a wide variety of formal and academic words. Those found in conversations tend to be less academic. Also, an effective choice of words in the writing and speaking tasks will improve your score.

The best ways to expand your vocabulary are to spend as much time as you can reading and listening to English, and to make good use of reference books such as a dictionary and thesaurus. Some notes on using a dictionary and thesaurus are given here.

Using a dictionary

Invest in a good English dictionary. A good dictionary will have more information than just meanings. Look for a dictionary that includes the following information:

- The pronunciation of the word
- How the word is used grammatically, for example, whether it is a noun (*n.*), verb (*v.*), etc.
- Clear definitions
- An example of the word used in a sentence or phrase
- The origins of the word – this information can help you learn new words by giving you the meaning of the parts of the word (prefixes, roots, and suffixes)

Learn common prefixes and suffixes. Prefixes and suffixes are additions placed at the beginning and end of a root word (the base element of a word) to modify its meaning. Knowledge of these additions will help you expand your vocabulary. Consider this chart for the root word *pose*, meaning *to put or present*.

Prefix	Root word	Suffix	Meaning and example
ex- (out or from)	pose		expose: to uncover, disclose, or reveal *When the tide went out, the shells were exposed.*
im- (in, on, into, toward, or against)	pose		impose: to place upon, usually forcefully *The government is debating the possibility of imposing more taxes.*
ex-	pose	-ure (indicates a noun form)	exposure: the state of being open to and/or unprotected from a condition or influence *The exposure to the constant high level of factory noise affected his hearing.*
im-	pose	-tion (indicates a noun form)	imposition: a situation in which an unreasonable task is expected of someone *It was an imposition to ask him to pick you up from the airport 100 miles away.*

Using a thesaurus

It is easier to remember a word if you know related words. A thesaurus is a good source for finding words that are related in meaning. It may also list expressions that the words are used in.

A thesaurus can be organized in one of two ways. One type of thesaurus is organized in the same way as a dictionary: The words are in alphabetical order. The other type is organized into categories. To use this type of thesaurus, look up the word you want in the index at the back. The index entry is followed by one or more references, all of which are in some way related to the word you are looking up (although they are not necessarily synonyms). A number following each reference will direct you to a section that contains a list of synonyms. Use your dictionary to find the precise meaning of any word you are unsure of.

For example, *impose* can have the slightly different meanings *to inflict* or *to intrude*. In order to find an appropriate synonym, you will need to know which meaning is called for. Under *inflict*, you will find the synonyms *compel, oblige, force*, etc. Under *intrude*, you will find the synonyms *disturb, be a nuisance, be a burden*, etc.

Exercises V1–V10 Use Exercises V1–V10 to practice skills that will help you develop your vocabulary.

EXERCISE V1 *Identifying words to learn*

Read the following passage. Cross out any words you don't know that are specific to the fields of biology or biochemistry and that you will probably not have to understand for the test. Circle the words that you think would be useful to learn or to build on.

> Let me reiterate. There are animal cells and plant cells. Both have a cell surface membrane, but the plant cell also has a cell wall. The plant cell has a vacuole in the center of the cell that an animal cell does not have. Both animal and plant cells have a nucleus with chromosomes containing genes. The animal cell nucleus is in the cytoplasm. The plant cell nucleus is usually in the cytoplasm but can sometimes be found in the vacuole. Both animal and plant cells have mitochondria in their cytoplasm, but only plants have chloroplasts. The food stored in animal cells is glycogen granules and in plants, starch grains.

EXERCISE V2 *Learning new words*

Choose some words from the above passage to add to your vocabulary. If you already know all the words in the passage, choose words from a different passage you have read. Write each word on a different note card, and then look it up in a dictionary. On the back of the note card, write down the meaning.

reiterate	***Meaning:*** *to repeat again*

EXERCISE V3 *Adding details*

On your note card, write how the new word is pronounced. Underline the stressed syllable and add the different forms of the word.

reiterate – /riː·ɪˈ·tər·eɪt/ *verb*

reiteration – noun
reiterative – adjective
reiteratively – adverb

EXERCISE V4 *Adding related words*

On your note card, write synonyms and if possible, antonyms.

Meaning: *to repeat again*
Synonyms: *repeat*
stress

EXERCISE V5 *Adding information about the prefixes and roots*

On your note card, write the meanings of the prefix and root, if there are any. In the case of *reiterate*, the prefix *re* means *again* and the root *iterate* means *say again*. This helps you to remember that *reiterate* means *to repeat several times*.

Meaning: *to repeat again*
Synonyms: *repeat*
stress
Prefix: *re – again*
Root: *iterate – to say again*

EXERCISE V6 *Thinking about synonyms*

Some words are similar in meaning but have important differences. For example, both *smolder* and *blaze* mean *to burn*. However, *smolder* means *to burn slowly without flames*, whereas *blaze* means *to burn strongly with high flames*.

Look at the synonyms that you wrote on your note cards. Write the differences in their meanings.

Meaning: *to repeat again*
Synonyms: *repeat – to say again*
stress – to emphasize
Prefix: *re – again*
Root: *iterate – to say again*

EXERCISE V7 *Thinking about multiple meanings*

Some words have two or more meanings that are completely different. Look at your note cards. Identify the words that have several completely different meanings and write a sentence using each of those meanings.

Cell

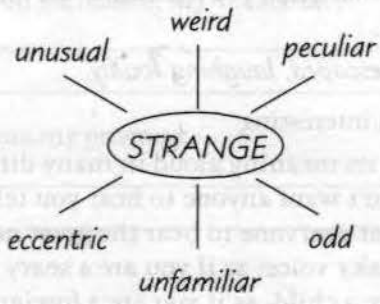
1. *The prisoner escaped from his cell.*
2. *Our body produces new blood cells.*
3. *Every cell in the spreadsheet was filled.*
4. *The solar panel that heated the water was made up of many solar cells.*
5. *The political movement had organized cells in various cities.*
6. *There is a storm cell off the coast and heading northwest.*

EXERCISE V8 *Thinking about organizing vocabulary*

Read the following ways to organize vocabulary learning. Check (✓) the one(s) that you think would be useful to you.

☐ 1. Making word maps

Here is a word map for adjectives that mean the same as *strange*.



☐ 2. Making word charts

Professions

Concerning money	*Helping people*	*Working with machinery*
economist	*social worker*	*engineer*
banker	*therapist*	*mechanic*
stockbroker	*counselor*	

☐ 3. Using symbols

Write words and their opposites like this: *poor ≠ rich*
destitute ≠ affluent
indigent ≠ wealthy

☐ 4. Making rhymes

To reiterate
one must restate
again and again
and again

☐ 5. Making associations

A parrot repeats phrases it has learned. We could call this bird "a reiterating parrot."

☐ 6. Drawing or visualizing

Draw a picture of one of the various meanings of a cell. If you can't draw or don't feel like drawing, picture in your mind a cell as you repeat the word.

cell =

☐ 7. Using the words in stories

Once there was a cell that was bored. It stated its boredom so often that the other cells decided to do something to stop the cell's constant reiteration . . .

☐ 8. Labeling

Write the word or words on a paper and attach it to a place where you will see it.

Post the words *My Cell* on the door to your room.

Write *reiterate* on four pieces of paper. Tape the pieces of paper above your desk.

☐ 9. Writing phrases

Make up a phrase that helps you remember the meaning of a word, using the letters of the word.

*cell: The **c**riminal **e**scaped, **l**aughing **l**oudly.*

☐ 10. Making repetition interesting

Say the word and its meaning aloud in many different ways. For example, say it as if you don't want anyone to hear you tell this secret to someone else; as if you want everyone to hear the great news; as if you are an old person with a creaky voice; as if you are a scary ghost with a haunting voice; as if you are a child; as if you are a foreigner with a different accent; or as if you are excited or depressed, etc.

EXERCISE V9 *Determining your resources*

Read the list of resources you can use to help you develop your vocabulary. Check (✓) the resources that are available to you.

Reading resources

☐ the reading passages in this book
☐ the reading passages in the tests that accompany this book
☐ English newspapers
☐ English magazines
☐ English encyclopedia entries
☐ textbooks in English
☐ a vocabulary-building textbook

Listening resources

☐ the listening passages in this book
☐ the listening passages in the tests that accompany this book
☐ audio cassettes or CDs
☐ videotapes
☐ CD-ROMs
☐ DVDs
☐ radio programs
☐ TV programs
☐ movies

Interactive resources

☐ an online dictionary
☐ Web pages
☐ online lectures

EXERCISE V10 *Planning a study strategy*

Plan a strategy for increasing your vocabulary.

1. Where I am going to find words I need:

_____

_____

2. How I am going to work on increasing my vocabulary:

_____

_____

3. How I am going to evaluate my progress:

_____

_____

PRONUNCIATION

Improving your pronunciation skills will help you succeed on the TOEFL test in two ways: You will improve your understanding of spoken English and do better on the tasks that involve listening, and you will improve the clarity and comprehensibility of your own speech and perform better on the Speaking tasks.

In order to improve your pronunciation skills, you should focus on three different areas of English pronunciation: individual speech sounds, stress and rhythm, and intonation. Some useful background information about these aspects of English pronunciation is given here.

Individual speech sounds

English spelling can be confusing because it does not always indicate how a word is pronounced. Some letters can be pronounced in more than one way. For example, the letter *c* can sound like the letter *k*, as in the word *carrot*, or the letter *s*, as in the word *decide*.

Also, different letters can be pronounced in the same way. For example, the sound /ʃ/ can be spelled in many different ways. All of the following words have the /ʃ/ sound: **sh**ort, musta**che**, pa**ti**ence, o**ce**an, and **s**ure.

Because English spelling is misleading, it is useful for you to learn the symbols of the International Phonetic Alphabet (IPA). This alphabet uses a different symbol for every speech sound that is made.

There are several advantages to learning the IPA symbols for English:

- You will know how to pronounce words you see in the dictionary.
- You will recognize words that are spelled the same but pronounced differently.
- You will recognize words that are spelled differently but pronounced the same.
- You will be able to practice the pronunciation as well as the meanings of vocabulary words you are trying to learn.
- You will be able to improve your pronunciation.

Consonant symbols							
/p/	pit	/v/	van	/ŋ/	ring	/ʒ/	leisure
/b/	bit	/θ/	think	/l/	leg	/tʃ/	chop
/t/	time	/ð/	that	/r/	rat	/dʒ/	jump
/d/	door	/s/	send	/w/	wet		
/k/	cat	/z/	zap	/h/	hat		
/g/	get	/m/	man	/j/	yet		
/f/	fan	/n/	nice	/ʃ/	shop		

Vowel symbols									
/ɪ/	pit	/ʌ/	luck	/i:/	meat	/eɪ/	day	/e/	bear
/e/	pet	/ʊ/	good	/u:/	too	/ɑɪ/	sky	/ə/	tour
/æ/	pat	/ə/	ago	/ɔ:/	dog	/ɔɪ/	boy	/oʊ/	go
/ɑ/	pot							/aʊ/	cow

Stress and rhythm

In English, every word has its own stress pattern or rhythm. Some syllables are given more emphasis, meaning that they are longer and stronger than others. Other syllables are reduced, or shortened. When you learn English words, it is important to learn their stress pattern as well as the individual sounds of the word. Pronouncing a word with the wrong stress pattern makes it much more difficult for listeners to understand you. For more information about stress and rhythm, see Stress Patterns, p. 311, and Rhythm Patterns, p. 312.

Intonation

Intonation refers to the melody or pitch line of a spoken utterance. Speakers of English use intonation to add an extra layer of meaning. Intonation points to the most important word in a sentence, indicates whether a sentence is a question or a statement, and tells the listener when a speaker is finished. It also helps to communicate a speaker's mood and purpose. For more information about intonation patterns, see Intonation Patterns, page 313.

Exercises P1–P8 Use Exercises P1–P8 to assess your pronunciation skills.

EXERCISE P1 *Identifying difficulties*

Read the following passage aloud and underline the words or phrases that you are uncertain how to pronounce or that you have difficulty pronouncing.

A stairway is comprised of various components that fit together to allow access from one floor of a building to another. The horizontal boards, which are the pieces actually stepped on, are called the treads. These should be sufficiently deep to enable users to place their feet down comfortably without slipping. The vertical boards that meet each tread at right angles and that raise the stairway are called the risers. These can vary in height depending on architectural

requirements. On many stairways, the tread juts out a small amount over the riser and this feature is known as a nosing. The treads and risers are supported on an inclined structure called a stringer that runs flush with the sides of the staircase and presents a diagonal saw-toothed pattern when viewed from the side.

For safety, a stairway usually has a handrail on one side resting on vertical supports called balusters. Balusters and handrails together are known as banisters, and these are firmly supported at the bottom and top of the stairs by heavy posts.

Whereas these features are common to most stairway types, the actual layout of the stairway will vary depending on space and aesthetic considerations. If the stairway turns back on itself a total of 180 degrees, the landing, which is the flat area at the top of the stairs, will be twice the width of the stairs. If the stairs turn at right angles, the landing will be the width of the stairs. Perhaps the most elegant layout is called a spiral stairway. This structure usually rises around a central vertical post to which tapered treads are attached at their narrow end.

EXERCISE P2 *Analyzing difficulties*

Answer the questions about your performance in Exercise P1.

1. Which individual sounds were difficult to pronounce?

_____

_____

2. Which combinations of sounds were difficult to pronounce?

_____

_____

3. Which individual words were difficult to pronounce? Why?

_____

_____

4. Are there any patterns of pronunciation difficulty?

_____

_____

EXERCISE P3 🎧 *Analyzing speech patterns*

Read the passage silently as you listen. Then answer the questions below about the speech patterns you hear in the passage. Listen to the passage as many times as necessary to answer the questions.

START ▶

Since the seventh century, large bells have been used in cathedrals, churches, and monasteries. The greatest bell in the world is in Moscow. This famous "King of Bells" weighs about 198 tons. The next two largest bells are also located in Russia. One near St. Petersburg weighs 171 tons, and another in Moscow weighs 110 tons. Great Paul, the bell at St. Paul's in London, is the largest bell in England, but weighs a mere 17 tons.

STOP ■

1. What words or parts of words did the speaker stress (speak louder or longer)?
2. How did I know when the speaker completed a sentence?
3. When did I hear the speaker raise his voice (speak using a higher pitch)?
4. When did I hear the speaker drop his voice (speak using a lower pitch)?
5. Which words or parts of words did the speaker combine with other words or parts of words?
6. Which words or parts of words did the speaker seem to skip over?

EXERCISE P4 🎧 *Indicating speech patterns*

There are several ways to indicate speech patterns:

- Underline the words or parts of words that the speaker stresses
- Draw arrows going up or down to show where the speaker has a rise or drop in pitch
- Link words that are combined
- Cross out sounds that are dropped

Listen to the following sentence and notice how the speech patterns are indicated. Pause the audio after you have heard the sentence.

START ▶

Carnivals, with spectacular parades, masked balls, mock ceremonials, and street dancing, usually last for a week or more before Mardi Gras itself.

STOP ■

Now listen again to the passage in Exercise P3 and indicate the speech patterns using the methods above.

START ▶

Since the seventh century, large bells have been used in cathedrals, churches, and monasteries. The greatest bell in the world is in Moscow. This famous "King of Bells" weighs about 198 tons. The next two largest bells are also located in Russia. One near St. Petersburg weighs 171 tons, and another in Moscow weighs 110 tons. Great Paul, the bell at St. Paul's in London, is the largest bell in England, but weighs a mere 17 tons.

STOP ■

EXERCISE P5 🎧 *Imitating speech patterns*

Listen again to the passage in Exercise P3. Pause the audio after the first sentence, then say the sentence aloud. Try to imitate the speaker's speech patterns. Repeat with each sentence in the passage.

EXERCISE P6 🎧 *Listening to accents*

Listen again to the passage. This time you will hear it spoken three times by speakers from the United Kingdom, the United States, and Australia. Then answer the questions.

1. What are some specific words that were pronounced differently by the three speakers?

   _____

   _____

2. What individual sounds were different?

   _____

   _____

3. What features of stress, intonation, and rhythm were different?

   _____

   _____

4. Which speaker was easiest to understand? Why?

   _____

   _____

EXERCISE P7 *Determining your resources*

Read the list of resources you can use to help you sound more like a native English speaker. Check (✓) the resources that are available to you.

People

- ☐ an English teacher
- ☐ a native English speaker
- ☐ a friend with good English speaking skills

Listening resources

- ☐ the listening passages in this book
- ☐ a pronunciation textbook
- ☐ audio cassettes or CDs
- ☐ videotapes
- ☐ CD-ROMs
- ☐ DVDs
- ☐ radio programs
- ☐ TV programs
- ☐ movies
- ☐ lectures given in English

Interactive resources

- ☐ a dictionary with audio, such as the *Cambridge Dictionary of American English*
- ☐ an online dictionary with audio
- ☐ Web pages with pronunciation practice and audio
- ☐ computer programs
- ☐ online radio stations
- ☐ online lectures

EXERCISE P8 *Planning a study strategy*

Plan a strategy for improving your pronunciation and speech patterns.

1. The pronunciation features I need to work on:

   _____

   _____

2. What I am going to do to improve and how I am going to do it:

   _____

   _____

3. How I am going to evaluate my progress:

   _____

   _____

GRAMMAR: ASSESSING YOUR SKILLS

Although grammar is not directly tested on the TOEFL iBT test, the effective use of a variety of basic and complex structures will raise your scores in the speaking and writing sections. In addition, the more solid your understanding of grammatical structures, the more successful you will be in comprehending the reading and listening passages and responding to the tasks. Thus, a good grasp of grammatical structures will improve your overall TOEFL score.

Look at the Grammar Structures Checklist below. It lists the key topics in English grammar that students need to have a good understanding of in order to be successful in English and perform well on the TOEFL test. You will use this checklist in some of the exercises in this section. You can also use it to keep track of your progress, or you can give it to an English speaker to help you check your English usage. Make extra copies of the checklist before you begin.

Grammar Structures Checklist

☐ 1. Word forms: Confusion between forms of nouns, verbs, adjectives, and adverbs (See Grammar Review: Word Forms, p. 82.)

☐ 2. Incomplete sentences: Missing essential subject, verb, phrases, or clauses that complete the idea (See Grammar Review: Clauses and Sentence Structure, p. 87.)

☐ 3. Basic sentences: Missing parts of the sentence or incorrect word order (See Grammar Review: Word Order, p. 126.)

☐ 4. Joining parts of speech: Incorrect joining of nouns, verbs, phrases, clauses, or sentences (See Grammar Review: Parallel Structures, p. 115.)

☐ 5. Subject/verb agreement: Confusion of singular and plural use between subjects and verbs (See Subject-Verb Agreement, p. 106.)

☐ 6. Verb-tense agreement: Confusion of the verb tense and the context of time (See Verb Tenses, p. 102.)

☐ 7. Noun-clause formation: Incorrect choice of clause marker, position of clause in the sentence, noun clause as subject/verb agreement, faulty relationship to independent clause (See Noun Clauses, p. 89.)

- ☐ 8. Adjective-clause formation: Incorrect choice of clause marker, position of clause marker, clause marker function within clause, or faulty relationship to independent clause (See Adjective Clauses, p. 91.)
- ☐ 9. Reduced adjective clause: Faulty reduction of adjective clause or incorrect verb form (See Reduced Adjective Clauses, p. 93.)
- ☐ 10. Adverb-clause formation: Incorrect choice of clause marker, faulty relationship to independent clause (See Adverb Clauses, p. 94.)
- ☐ 11. Reduced adverb clause: Faulty reduction of adverb clause or incorrect verb form (See Reduced Adverb Clauses, p. 97.)
- ☐ 12. Nouns: Incorrect plural or singular form, or confusion of count/noncount forms (See Grammar Review: Nouns, p. 121.)
- ☐ 13. Pronouns: Incorrect form or ambiguous referent (See Grammar Review: Referents, p. 113.)
- ☐ 14. Gerunds and infinitives: Incorrect choice of gerund or infinitive (See Infinitives, p. 108, Gerunds, p. 109, and Infinitives and Gerunds, p. 110.)
- ☐ 15. Active/passive sentences: Incorrect use or incorrect formation (See Active and Passive Forms, p. 108.)
- ☐ 16. Articles: Missing articles, incorrect choice of article, or unnecessary article (See Grammar Review: Articles, p. 124.)
- ☐ 17. Auxiliary words and modals: Missing auxiliary verb or modal, incorrect choice or incorrect word order (See Auxiliary Verbs, p. 102, Modals, p. 107, and Grammar Review: Word Order, p. 126.)
- ☐ 18. Adjective and adverb modifiers: Incorrect form, order, or position in the sentence (See Grammar Review: Word Forms, p. 82, and Grammar Review: Word Order, p. 126.)
- ☐ 19. Comparatives and superlatives: Incorrect formation or incorrect choice (See Grammar Review: Comparisons, p. 128.)
- ☐ 20. Subject *there* and *it*: Missing when needed, used when unnecessary, incorrect verb agreement (See Subject-Verb Agreement, p. 106.)
- ☐ 21. Transition or connecting words: Not used when needed, used inappropriately, or incorrect choice (See Grammar Review: Connecting Ideas, p. 116.)
- ☐ 22. Prepositions: Missing when needed, used when not needed, incorrect choice (See Grammar Review: Prepositional Phrases, p. 131.)
- ☐ 23. Other problem areas: _____

Exercises G1–G6 Use Exercises G1–G6 to assess your grammar skills.

EXERCISE G1 *Thinking about your knowledge of grammar*

Using a copy of the Grammar Structures Checklist, check (✓) the grammar points that you consider problem areas for you. If you don't understand a term, refer to the section noted in parentheses.

EXERCISE G2 *Diagnosing grammar difficulties*

Use the following grammar quiz as a diagnostic tool. Some of the sentences contain an error. Other sentences are correct. Correct any errors that you find.

Alpine meadows are a tranquil sight.

~~Elderly~~ sometimes need special care.
The elderly

The first sentence is correct. For the second sentence, you should write *The* before the word *elderly* because *the* is needed when an adjective is used as a noun. You could also correct this sentence by writing *Elderly people.*

1. A laser cane, which the blind find useful, sends out beams that detecting obstacles.

2. In 1918, Charles Strite invented the timer that turns off the toaster when the bread is toasted.

3. The most convincing evidence that female chimpanzees in Tanzania use the aspilia plant for medicinal purposes.

4. When adults come to night classes eager to learn has been the experience of most adult-education teachers.

5. A vending machine is a kind of robot that automatically give out candy or other items when money is inserted.

6. Apprentices sometimes fear that they must not be able to master the intricacies of their chosen craft.

7. The importance of the Chaco Canyon archaeological site is that they reveals insights into a whole civilization.

8. Arched roofs were built for a first time 2,500 years ago.

9. Because of financial restrictions, some schools cannot contemplate to stay abreast of advances in modern technology.

10. Birds that breed on high cliffs have pear-shaped eggs that roll in a tight circle. However, that makes them somewhat less likely to roll off the cliff.

11. Botulism spores, which bees carry from certain kinds of plants, have been found in jars of honey.

12. Butterfly wings have iridescent scales consist of thin, interlaced layers.

13. China's first emperor was buried surrounded by 7,000 life-sized clay figures of soldiers standing in battle formation along by life-sized ceramic chariots.

14. Christopher Columbus persuaded the Spanish monarchs Isabel and Fernando financing his expeditions to the Caribbean.

15. East Coker is where the Anglo-American poet T. S. Eliot buried in 1965.

16. Even though the team of scientists encounter snow and strong winds, they continued their excavation.

17. Every four years the International Olympic Committee selects that city will hold the next games.

18. Filming a wild animal in its habitat requires meticulous preparation, unending patience, and, at times, one must be courageous.

19. George Gershwin gathered motifs for his folk opera *Porgy and Bess* while lived in Charleston.

20. Having first domesticated for milk production, sheep were then used for wool.

21. John Wesley Hyatt discovered plastics by accident while cooking up a recipe for making the billiard ball.

22. Lucid dreamers are those people who recognize when they are dreaming and thus controlling the plot of their dreams.

23. Many traditional attitudes and value seem to be disappearing under the pressure of global media.

24. Marine excavation is a race against time, the sea, and the looters who want history's treasures for themselves.

25. Mice aren't really more attracted to cheese as they are to grains.

26. Monteverdi, who works were mainly written on commission for the private theaters of wealthy Italian nobility, wrote his final opera in 1642.

27. Most pioneers walked across the continent than rode in wagons or on horses.

28. When immersed in liquid oxygen, a magnet's pulling power is intensified.

29. Mount Rainier towers nearly three miles along sea level.

30. NASA does not quarantine space crews since returning astronauts have carried no harmful agents or living organisms.

31. Postwar women had more opportunities to find the work than they had had in the prewar days.

32. Natural oils taken from the rose and the jasmine flower are valuable ingredients of perfume.

33. New Orleans is a city which older traditions can still be seen.

34. Not until the early nineteenth century was the modern notion of the atom formulated.

35. Of all salmon species, the king salmon is the rare.

36. Only if packages are labeled properly sufferers will be able to avoid severe allergic reactions.

37. Political researchers have explained why female candidates have a difficult time raising campaign money.

38. Putrefy is caused by bacteria and not by a chemical process.

39. The diary of Samuel Pepys contains eyewitness descriptive of the Great Plague and the Great Fire of London.

40. When a hive becomes overcrowded, a swarm of bees will search for a new home.

41. Scientists must be willing to change their position when confronted with new and conflicting data as is this openness to change that allows scientific progress to be made.

_____

42. Scissors, a Bronze Age invention remained basically unchanged to this day, consist of two blades linked by a C-shaped spring.

_____

43. Since the discovery of the double-helix structure of DNA, geneticists have made great advances in the knowledge of life at a molecular level.

_____

44. When telephones were first invented, many business owners refused to have them installed in their offices because were messenger services that they believed to be more efficient.

_____

45. Sixteenth-century mariners called Bermuda the "Isle of Devils" partly because breeding seabirds are making horrid sounds in the night.

_____

46. Small animals can survival the desert heat by finding shade during the daytime.

_____

47. So incredible explorer John Colter's descriptions were of the Yellowstone area that people didn't believe in its existence.

_____

48. Public lands in many parts of the West may be overgrazed as cattle, sheep, and wildlives compete for forage.

_____

49. Studies into the effects of music suggest that it can serve as a type of drug which regulates behavior.

_____

50. Swimmers should avoid to enter ocean areas contaminated by red tide organisms.

_____

51. That Thomas Hardy used real locations in his novels is disguised by his having altered place names.

_____

52. The great stone city Angkor flourished for six centuries so that it fell in 1431 and lay prey to the jungle for four long centuries.

_____

53. The largest known gathering of bald eagles anywhere is on the Chilkat River.

_____

54. When llamas were first brought into the Colorado wilderness, no one could have predicted how popularly the animal would become.

_____

55. The more technical today's world becomes, the most compatible with both humans and machines language needs to be.

56. Though capable of walking upright, apelike Australopithecus did so only for short periods of time.

57. Today, *carpet* refers to floor coverings that reach from wall to wall, and therefore, *rug* refers to a piece of material that covers only one section of the floor.

58. What we will already learn about tornadoes has contributed to reducing the casualty rates.

59. Silk has been woven into luxurious tapestries, rugs, clothes, and accessories for some 4,000 years.

60. While large numbers of eagles have long nested in national parks, only recently the birds generating outside curiosity.

EXERCISE G3 *Evaluating your knowledge of grammar*

Use the Answer Keys in the back of the book to check your answers to Exercise G2. Have a fresh copy of the Grammar Structures Checklist ready. For each answer that you got wrong – whether you corrected the wrong part of a sentence, corrected a sentence that had no errors, or did not correct a sentence that had an error – identify the grammar structure involved and check it off on your checklist as something that you need to work on. Make a check for every error. It is okay to check the same grammar structure more than once.

Alpine meadows are a tranquil sight.

Alpine meadows are tranquil sight.

Your answer is incorrect. The sentence is correct as is. You should check *Articles* on your Grammar Structures Checklist.

Elderly sometimes need special ~~care~~.

special cares

Your answer is incorrect. The correct answer is *The elderly.* You should check *Articles* and *Nouns* on your Grammar Structures Checklist.

EXERCISE G4 *Analyzing problem areas*

Compare your self-assessment checklist from Exercise G1 with your diagnostic checklist from Exercise G3. Answer the questions on the following page.

1. Are there any areas that I checked as problem areas on my self-assessment but that I did correctly on the diagnostic quiz?

   _____

   _____

2. Are there any areas that I checked as problem areas on my self-assessment and that the diagnostic quiz also showed to be problem areas?

   _____

   _____

3. Are there any areas that I considered myself knowledgeable in on my self-assessment but that the diagnostic quiz showed to be problem areas?

   _____

   _____

4. How often did I identify a correct sentence as being wrong?

   _____

   _____

5. How often did I recognize that a sentence was incorrect but not know why it was incorrect?

   _____

   _____

6. What patterns of difficulty in my understanding of English grammar structures do I see in my analysis?

   _____

   _____

EXERCISE G5 *Determining your resources*

Read the list of resources you can use to help you develop your use and comprehension of basic and complex English structures. Check (✓) all of the resources that are available to you.

People

- ☐ an English teacher
- ☐ a native English speaker
- ☐ a friend with good English language skills

Written materials

- ☐ English newspapers
- ☐ English magazines
- ☐ books

Textbooks

- ☐ the grammar review in this book
- ☐ a grammar textbook
- ☐ a grammar handbook

Listening and viewing resources

- ☐ audio cassettes or CDs
- ☐ videotapes
- ☐ CD-ROMs
- ☐ DVDs
- ☐ radio programs
- ☐ TV programs
- ☐ movies

Interactive resources

- ☐ online interactive grammar sites
- ☐ Web pages
- ☐ Computer-Assisted Language Learning (CALL) programs

EXERCISE G6 *Planning a study strategy*

Plan a strategy for improving your grammar skills.

1. People who can help me analyze my use of English grammar structures in speaking and writing using the checklist:

   _____

   _____

2. The structures I can use confidently are:

   _____

   _____

3. The structures I need to work on are:

   _____

   _____

4. What I am going to do to improve and how I am going to do it:

   _____

   _____

5. How I am going to evaluate my progress:

   _____

   _____

GRAMMAR REVIEW: WORD FORMS

A word may have one or more related forms. Notice, for example, how the word *decide* changes form:

Noun	The **decision** was made months ago.
Verb	We **decided** to move to a larger house.
Adjective	His **decisive** action brought order to the meeting.
Adverb	She acted very **decisively**.

Nouns are used to express people, places, physical objects, concepts, and activities. They are found in the following positions:

Subject	The **doctor** came immediately.
Complement	My mother is a **doctor**.
Object	We saw the **doctor**.
	The nurse gave the file to the **doctor**.
	The nurse stood beside the **doctor**.

Verbs are used to express the action or a state of being of the subject. Verbs must agree in number and person with the subject:

Linda and Jan **jog** around the lake every day.
Carlos **was** upset with us for leaving him behind.

Adjectives are words that modify (describe) nouns. Adjectives have only one form, which is used with both singular and plural nouns. With the exception of *this/these* and *that/those*, adjectives have no singular or plural form:

ADJ N ADJ N
The **old** man was carrying several **brown paper** bags.

ADJ N ADJ N
The **heavy** books were difficult for the **little** boy to carry.

ADJ N
These heavy books belonged to his mother.

Adjectives have two positions. They usually come before the noun they describe or after a verb that links the adjective to the subject:

ADJ N ADJ N
We had a **wonderful** meal at the **new** restaurant.

N ADJ
The meal was **expensive**.

N ADJ
The restaurant is becoming very **popular**.

To determine if a word is an adjective, ask yourself whether it can answer the question "What kind of _____?" Look at the following sentence:

I was **sad** because I lost my **lace** handkerchief.

Sad answers the question "What kind of person was I?" and *lace* answers the question "What kind of handkerchief was it?" Therefore *sad* and *lace* are adjectives.

Adverbs modify verbs, adjectives, and other adverbs. Like adjectives, adverbs have no singular or plural form:

V ADV
The soldier fought **bravely**.

ADV ADJ
I am **very** fond of toffee.

ADV ADV
Jeff speaks **too quickly**.

To determine if a word is an adverb, check whether it can answer questions beginning with "How?," "When?," "Where?," or "How often?" Look at the following sentences:

The boy skipped **happily** along the road.
I went **outside**.

In the first example, *happily* answers the question "How did the boy skip?" Therefore, *happily* is an adverb. In the second example, *outside* answers the question "Where did I go?" Therefore, *outside* is an adverb.

Adverbs can be used in many different positions in the sentence:

Frequently I eat out.
I **frequently** eat out.
I eat out **frequently**.

Most adverbs are formed by adding *-ly* to the adjective form:

ADJ
He was a **brave** soldier.

ADJ
She is a **competent** driver.

ADV
He fought **bravely**.

ADV
She drives **competently**.

Some adverbs and adjectives have the same form:

deep	hard	late	low
early	high	leisurely	much
far	kindly	little	near
fast			

The adverb forms *highly, lowly, deeply, nearly, hardly,* and *lately* exist, but they have different meanings from the adverb form without *-ly*:

ADV
The seagull soared **high** above the rocks.
("*Where* did the seagull fly?" A long way above the rocks.)

ADV
The people spoke **highly** of their governor.
("*How* did the people speak?" Favorably, or with praise.)

The adverbs *warmly, hotly, coolly, coldly, presently, shortly, scarcely,* and *barely* also have different meanings from their adjective forms:

ADJ
It was a **hot** day. (The temperature was high.)

ADV
They debated the issue **hotly**. (They showed strong emotions during the debate.)

Suffixes are groups of letters placed at the end of a word to modify its meaning or change it into a different word form. They are helpful in identifying word forms:

The employ**er**'s enthusi**asm** infect**ed** all the employ**ees** equal**ly**.

-er, -or, and *-ee* are endings used for people.
-ism and *-asm* are endings used for nouns.
-ed is an ending for verbs and adjectives.
-ly is an ending for most adverbs and some adjectives.

The following chart can help you identify word forms:

Noun endings	Verb endings	Adjective endings	Adverb endings
-acy (-cy)			
-age			
-al	-al	-ial (-ical)	
-ance (-ence)			
-ant (-ent), -ant (-ent)			

Noun endings	Verb endings	Adjective endings	Adverb endings
-ate	-ate	-ate	
-ation			
-dom			
-ee			
-eer			
-en	-en	-en	
-er (-or)			
-ese		-ese	
-ess (-tress)			
-ful		-ful	
-hood			
-ian (-an)		-ian	
-ia			
-ic (-ics)		-ic	
-id			
-ide			
-in (-ine)			
-ing	-ing	-ing	
-ion			
-ism			
-ist			
-ite			
-ity			
-let (-lette)			
-ling			
-ment			
-ness			
-ocracy			
-ry (-ary, -ery)			
-ship			
-ster			
-tion (-sion)			
-tive			
-y (-ie)		-y	
	-ed	-ed	
	-er	-er	
	-ify		
	-ize		
		-able (-ible)	
		-ile	
		-ish	

Noun endings	Verb endings	Adjective endings	Adverb endings
		-ive (-ative, -itive)	
		-less	
		-like	
		-ly	-ly
		-ous (-eous, -ious)	
			-ward
			-wise

Exercise G7 Use Exercise G7 to practice your skills in using word forms correctly.

EXERCISE G7 *Checking word forms*

If the underlined word is the wrong word form, write the correct form. Write the name of the correct form in parentheses.

Maxwell's four equations neatly summarization the behavior of electric and magnetic fields.

summarize (verb)

1. Social interaction involves both verbal and nonverbal forms of interaction.

2. Roaches tolerant and even thrive in climatic extremes.

3. Child-development specialists have noted that cooperate games encourage self-esteem in young children.

4. Each year bees pollinate several billion dollars' worth of bee-dependent crops.

5. In folktales, the wolf usually symbols greed and rapacity.

6. Butch Cassidy was an outlaw fame for robbing trains.

7. Lack of transportation is a major impede to development in remote areas.

8. While undeniable appealing, rabbits are also known to be destructive.

9. Techniques such as aerial stereographic photography yield most of the detail on a map.

10. Mass strandings of whales occur repeatedly on the same shores but seldom during heavy seas.

_____

11. In 238 BCE the Seleucids were eclipsed by a nomadic Central Asian tribal, the Parthians.

_____

12. On November 25, 1872, something dreadful happened on board the brigantine *Mary Celeste,* causing all crew members to hasty abandon ship.

_____

GRAMMAR REVIEW: CLAUSES AND SENTENCE STRUCTURE

Sentences are made up of clauses. A clause is a group of words that includes a subject and a verb.

Independent clauses

Independent clauses contain a subject and verb and convey a complete idea. Three types of sentences contain independent clauses: simple sentences, compound sentences, and complex sentences.

Simple sentences are made up of one independent clause with one subject and one verb. Read the examples below:

S V
The cat ran.

S V
Last night the fat black cat ran swiftly under the speeding blue sports car.

Compound sentences are made up of two (or sometimes more) independent clauses that are joined by a conjunction such as *and, but, or, nor,* or *yet*:

S V S V
The cat ran **and** the dog chased it.

S V S V
Kelly wanted to take the geometry course, **but** it was offered at the same time as her biochemistry lab.

S V S V
We could trade in our old car, **or** we could keep it as a second car.

Complex sentences are made up of one or more independent clauses and one or more dependent clauses. A dependent clause is an incomplete sentence. It needs to be connected to an independent clause. For more information about dependent clauses, see below:

S [DEPENDENT CLAUSE] V
The cat that I saw ran.

S [DEPENDENT CLAUSE] V
Last night, the fat black cat that I saw in the street ran under the speeding

[DEPENDENT CLAUSE]
blue sports car as the big shaggy dog chased after it.

Dependent clauses

Dependent clauses have a subject and a verb, but they do not form complete sentences. They must be connected to an independent clause. Look at the following dependent clauses:

S V
that she wanted

S V
when the children played with it

Both of the dependent clauses above have a subject and a verb. However, they are not complete sentences. These dependent clauses can be made into sentences if they are connected to independent clauses, as shown in the examples below:

The DVD **that she wanted** was on sale.
The toy broke **when the children played with it**.

The above sentences are now complete. In the first example, the dependent clause "that she wanted" has been connected to the independent clause "The DVD was on sale." The dependent clause gives further information; in this example, it says which DVD was on sale.

In the second example, the dependent clause "when the children played with it" has been connected to the independent clause "The toy broke." The dependent clause gives additional information; in this example, it says *who* broke the toy (the children) and *when* the toy was broken (while the children played with it).

For more information about dependent clauses, see Grammar Review: Noun, Adjective, and Adverb Clauses, p. 89.

Exercises G8–G9

Use Exercises G8–G9 to practice your skills in identifying sentence structure.

EXERCISE G8 *Identifying complete sentences*

Check (✓) the complete sentences.

1. ____ Is spreading its wings?
2. ____ The rain came suddenly.
3. ____ Swimming is an invigorating sport.
4. ____ The start of industrialization in the Midlands.

EXERCISE G9 *Identifying compound sentences*

Write *S* above the subject or subjects. Write *V* above the verb or verbs. Then write *C* in front of the compound sentences.

S V
____ Differences among environmental groups illustrate a broad range of philosophies and tactics.

S V S V
_C_ Beethoven wrote the *Grosse Fuge* for string quartet, but he later transcribed it for piano four-hands.

1. _____ Soil is highly fertile in volcanic areas, and volcanic activity offers advantages such as geothermal energy.
2. _____ Women with very narrow pelvises are more likely to experience potentially life-threatening problems during childbirth.
3. _____ On collective farms, land, buildings, and equipment are shared, the farmers work together, and the profits are divided equally.
4. _____ Life expectancy, or the average length of an individual life, varies over time within the same community and from community to community at the same time.

GRAMMAR REVIEW: NOUN, ADJECTIVE, AND ADVERB CLAUSES

There are three kinds of dependent clauses: noun clauses, adjective clauses, and adverb clauses. Information about their structure and function is presented below.

Noun clauses

Noun clauses are dependent clauses that are introduced by a noun clause marker. Like all dependent clauses, they have a subject and a verb but are not complete sentences. Noun clauses can be used in exactly the same way as nouns. Compare the following uses of nouns and noun clauses:

Subject	Sam's **jokes** are very funny. (noun)
	What Sam says is very funny. (noun clause)
Object	The man told us the **address**. (noun)
	The man told us **where he lived**. (noun clause)
Object of a preposition	I wasn't asked about the **party**. (noun)
	I wasn't asked about **who was invited**. (noun clause)

The chart below lists noun clause markers that can introduce noun clauses, with examples.

Noun clause marker	Example
That indicates a fact.	I knew **that he had to go**.
What focuses on a fact.	Everyone was surprised at **what he brought for the picnic**.
When indicates a time.	He told us **when the plane would arrive**.
Where indicates a place.	**Where they are going on their honeymoon** is a secret.
Why indicates a reason.	She wouldn't say **why he left so early**.
Who indicates a person.	**Who sent the letter** is a mystery to me.
How many indicates a quantity.	I've lost count of **how many times I've broken my glasses**.

Noun clause marker	Example
How much indicates an amount.	He wasn't paying attention to **how much he ate.**
How indicates a manner.	He showed us **how he was going to win the race.**
Which indicates a choice.	I didn't know **which book I was supposed to read.**
**Whether* indicates two or more alternatives.	I didn't know **whether I should bring my bike or leave it at home.**
Whose indicates possession.	I never found out **whose car was parked outside our house.**
Whom indicates a person.	Sue didn't know **whom he was talking to.**
**If* indicates alternatives.	I didn't know **if I should bring my bike.**

* When used as clause markers, *if* and *whether* are interchangeable.

The noun clause marker *that* can be left out if the noun clause is the object of the sentence:

Object position Janet noticed **[that] the window was broken.**

That cannot be left out if the noun clause is the subject of the sentence:

Subject position **That he passed** is a miracle.

If a noun clause is used in the subject position, there must be a verb in the independent clause:

S V
That he might fall worries me.

If a noun clause is used in the object position, there must be a subject and a verb in the independent clause:

S V OBJECT
Sam knew **what he had to do.**

Verb tenses in noun clauses

The verb tense used in a noun clause must make sense with the verb tense of the independent clause:

Correct Last week Antonio asked where we were going.

Last week indicates that the action of asking took place in the past. The verb tense *were going* indicates that the action of going could have occurred at any point in time after Antonio asked the question.

Correct Last week Antonio asked where we had gone.

Last week indicates that the action of asking took place in the past. The verb tense *had gone* indicates that the action of going occurred before Antonio asked the question.

Incorrect Last week Antonio asked where we will go.

The verb tense *will go* (future) in the noun clause does not make sense with the verb tense *asked* (past) in the independent clause.

Adjective clauses

Adjective clauses are dependent clauses that are used like adjectives to describe, identify, or give more information about nouns and indefinite pronouns (e.g., *someone, anybody,* and *everything.*) Like all dependent clauses, adjective clauses have a subject and a verb but they do not form complete sentences. Some examples are shown below:

NOUN ADJ CLAUSE
The **house** that has the green shutters is for sale.

NOUN ADJ CLAUSE
The **woman** whose son won the award was out of town.

PRONOUN ADJ CLAUSE
Anybody who finishes the test early can leave.

NOUN ADJ CLAUSE
Sam's **uncle**, who is very rich, came for a visit.

Adjective clause markers

An adjective clause is introduced by a clause marker that refers to the noun or pronoun it follows. The most common adjective clause markers are the relative pronouns *who, whom, which, whose,* and *that*:

- *Who* and *whom* are used to refer to people. *Who* is used in the subject position of a clause, and *whom* is used in the object position:

  The man **who** saw the child works nearby. (*Who* refers to the man.)
  The man **whom** we saw works nearby. (*Whom* refers to the man.)

- *Which* is used to refer to things:

  Her watch, **which** I liked, was not valuable. (*Which* refers to the watch.)

- *That* can be used to refer to either people or things:

  The man **that** was hired lives in the blue house. (*That* refers to the man.)
  The vase **that** I bought was handmade. (*That* refers to the vase.)

- *Whose* is used to refer to the person or thing that possesses something:

  The woman **whose** car broke down needs a ride. (*Whose* refers to the woman.)
  The car **whose** hood is dented belongs to that man. (*Whose* refers to the car.)

The clause markers *where, when,* and *whereby* can also be used to introduce adjective clauses:

- *Where* is used to refer to a location or the name of a location:

  The school **where** I met my husband is now closed. (*Where* refers to the location: the school.)

- *When* is used to refer to a time:

  That was the year **when** we moved to Alaska. (*When* refers to the year.)

- *Whereby* is used to refer to words indicating an agreement:

  They made a deal **whereby** she would pay for the expenses and he would complete the work by Saturday. (*Whereby* refers to the deal.)

Within adjective clauses, relative pronoun clause markers can fill the same function as nouns. They can be subjects, objects, or objects of prepositions.

ADJ CLAUSE
S V OBJ
Subject The woman **who** wrote the book has just left.

ADJ CLAUSE
OBJ S V
Object The woman **whom** I saw was in a hurry.

ADJ CLAUSE
OBJ OF PREP S V
Object of a preposition The woman to **whom** I owe a big favor lives nearby.

The clause markers *where, when,* and *whereby* take an adverb position:

ADV S V OBJ
The store **where** I bought my camera is having a sale.

Omitting clause markers

Sometimes adjective clause markers can be omitted. If the relative pronoun is the object of the adjective clause, it can be omitted:

OBJ S V
The picture **[that]** I wanted had been sold.

If the relative pronoun is the object of the preposition in the adjective clause, it can be omitted, and the preposition goes to the end of the clause:

OBJ OF PREP S V
The man for **whom** I work gave me a raise.

S V PREP
The man I work for has given me a raise.

However, if the relative pronoun is the subject of the adjective clause, it cannot be omitted:

S V
The man **who** quit forgot his papers.

The clause marker *when* can be omitted, but the relative pronoun *whose* cannot:

That was the year **[when]** the miners were on strike.

The man **whose** opinion we respect teaches at the local community college.

Where and *whereby* cannot be omitted:

That's the room **where** I was born.
The factory devised a system **whereby** we could get more overtime work.

Verb tenses in adjective clauses

Although the tenses of the adjective clause and the independent clause may differ, they must be logical together. In both of the following sentences, the verb in the adjective clause is in the past tense and the verb in the independent clause is in the present continuous tense. However, the first sentence is correct and the second one does not make sense:

Correct The man who sang at the concert last night is sitting over there.
Incorrect The bug that was killed is buzzing around my head.

In the second sentence, it is illogical for a bug to have been killed in the past and to be buzzing around now.

Reduced adjective clauses

Some adjective clauses can be reduced to phrases. Unlike a clause, a phrase is a group of words that does *not* contain both a subject and a verb.

An adjective clause can often be reduced to an adjective phrase when the relative pronoun of the adjective clause is the *subject* of the clause. Study the following examples to see how the clause is reduced. Note that the clause marker as well as the auxiliary verbs and/or the verb *be* are omitted. Any changes to the main verb depend on the voice. The *-ing* form is used for the active voice, and the *-ed* form is used for the passive voice:

1. active voice:
   - The man **who is driving** has a new car. (clause)
   - The man **driving** has a new car. (phrase)
   - The writer published a book **that contains illustrations**. (clause)
   - The writer published a book **containing illustrations**. (phrase)
2. passive voice:
   - The magazine ad, **which was printed in *Shopper's Weekly*,** showed the city skyline. (clause)
   - The magazine ad **printed in *Shopper's Weekly*** showed the city skyline. (phrase)
   - The ideas **that had been presented in the previous meeting** were discussed. (clause)
   - The ideas **presented in the previous meeting** were discussed. (phrase)
3. subject + *to be* + adjective:
   - The man **who is responsible** said the underground water had a high salt content. (clause)
   - The man **responsible** said the underground water had a high salt content. (phrase)
4. subject + *to be* + noun:
   - Her name, **which is Ann**, is easy to remember. (clause)
   - Her name, **Ann**, is easy to remember. (phrase)
5. subject + *to be* + prepositional phrase:
   - The books **that are on the table** belong to Emma. (clause)
   - The books **on the table** belong to Emma. (phrase)

A verb that is used to indicate a permanent characteristic takes the *-ing* form in an adjective phrase:

6. present:
   - The window **that overlooks** the yard is broken.
   - The window **overlooking** the yard is broken.
7. past:
   - The window **that overlooked** the yard was broken.
   - The window **overlooking** the yard was broken.

A verb that is used to indicate an ongoing activity also takes the *-ing* form:

8. present continuous:
   - The detective **who is investigating** the case has found an important clue.
   - The detective **investigating** the case has found an important clue.
9. past continuous:
   - The detective **who was investigating** the case found an important clue.
   - The detective **investigating** the case found an important clue.

Some adjective clauses cannot be reduced to an adjective phrase. When a clause marker is the object of a clausal verb, it cannot be reduced to an adjective phrase:

Correct The books **that I checked out of the library** are due today.
Incorrect The books checking out of the library are due today.

In the example above, the adjective clause cannot be shortened to "checking out of the library" because the subject *books* is not the subject for the verb *check*. Books cannot "check" themselves out.

An adjective clause beginning with *whose* cannot be reduced without a change in meaning:

The woman **whose son is blocking the entrance** works upstairs.
The woman **blocking the entrance** works upstairs.

Although the second sentence above is grammatically correct, it no longer has the same meaning as the first sentence. In the first sentence, the son is blocking the entrance. In the second sentence, the woman is blocking the entrance.

An adjective clause beginning with a clause marker that takes the adverb position cannot be reduced to an adjective phrase:

Correct The time **when Andrew arrived** was inconvenient.
Incorrect The time arriving was inconvenient.

"The time arriving was inconvenient" is incorrect because the time did not arrive; Andrew did.

Correct The house **where we grew up** was torn down.
Incorrect The house growing up was torn down.

"The house growing up was torn down" is incorrect because the house did not grow up; we did.

Adverb clauses

Adverb clauses are dependent clauses (incomplete sentences) with a subject and a verb. They function like adverbs. They may occur at the beginning of a sentence before an independent clause or at the end of a sentence after an independent clause. When they occur at the beginning, they are frequently separated from the independent clause by a comma:

Even though Ted knew the material, he failed the exam.
Ted failed the exam **even though he knew the material**.

Adverb clause markers

Below are some clause markers commonly used to introduce adverb clauses:

1. clause markers indicating time:

after	by the time	until
as	now that	when
as long as	once	whenever
as soon as	since	while
before		

The people danced **while** the music played.
We worked **as long as** we could.

2. clause markers indicating concessions:

although	even though	though
as much as	except that	whereas
despite the fact that	in spite of the fact that	while
even if	not that	

Jim has a cat, **despite the fact that** he is allergic to them.
Jenny's smile is an important factor in her success, **even if** she doesn't realize it.

3. clause markers indicating cause and effect (reason):

as	in case	so
because	since	

We should take a first-aid kit **in case** there is an accident.
Since Max seldom talks about himself, I didn't know he liked classical ballet.

4. clause markers indicating results:

so that so . . . that such . . . that

I like to live on campus **so that** I don't have to commute.
The traffic was **so** heavy **that** we arrived an hour late.
She got **such** a shock **that** she dropped the tray.

5. clause markers indicating purpose:

in order that so so that

He wrote that memo **in order that** there would be no misunderstandings.
I bought the book **so that** I could read on the flight.

6. clause markers indicating manner:

as as if as though just as like

Betty looks **as if** something is wrong.
The wind was cold yesterday **just as** it had been all week long.

7. clause markers indicating place:

where wherever everywhere

Wherever I looked, I found fingerprints.
Everywhere he went, people admired him.

8. clause markers indicating conditions:

   even if if only if provided unless

   We can go camping with Bill **provided** we bring our own equipment.
   Lucy can't attend the meeting **unless** she finds a baby-sitter.

An adverb clause must begin with a clause marker:

When Sam arrives, we'll open the gifts.
I want to leave now **so** I'll get home early.

However, if the auxiliary word or verb in a conditional clause is *should, were,* or *had,* it is sometimes put at the beginning of the clause and the clause marker *if* is omitted:

If he had planned on going, he would have let us know.
Had he planned on going, he would have let us know.

Verb tenses in adverb clauses

As with all dependent clauses, an adverb clause must be used with an independent clause:

INDEPENDENT CLAUSE — ADV CLAUSE
Lenny can't work until the cast is off his foot.

In most cases, the verb in the adverb clause has the same tense as the verb in the independent clause. The following cases are exceptions:

- clauses of time
  If a time clause refers to something that will happen, it takes the present tense:

  As soon as I **find** my shoes, we'll leave.

- clauses of reason
  If a clause of reason introduced by the markers *in case* or *just in case* refers to a possible future situation, the clause is in the simple present tense:

  I'm bringing my umbrella in case it **rains**.

- clauses of purpose
  If the verb in the independent clause is in the present or present perfect tense, one of the modals *can, may, will,* or *shall* is usually used:

  I want to learn to type so that I **can type** my own essays.

  If the verb in the independent clause is in the past tense, one of the modals *could, might, would,* or *should* is usually used:

  Margo wrote the items on a list so that we **would remember** everything.

- clauses of condition
  If a sentence concerns a common occurrence, the simple present or the present continuous tense is used in both the adverb clause and the independent clause:

  If someone **speaks** to Lily, she **turns** red.

  If a sentence concerns a common occurrence in the past, the simple past or past continuous tense is used in the adverb clause, and the simple past and a modal are used in the independent clause:

  He **couldn't sleep** unless he **got** a lot of exercise.

If a sentence concerns a possible situation in the present, the simple present or the present perfect tense is used in the adverb clause and a modal is used in the independent clause:

If you **don't believe** me, you **can ask** Mike.
If you **haven't done** any climbing before, you **should get** some professional advice.

If a sentence concerns a possible future occurrence, the simple present is used in the adverb clause and the simple future tense is used in the independent clause:

If he **goes**, I **will go** too.

If a sentence concerns an unlikely situation, the simple past is used in the adverb clause and *would, should,* or *might* is used in the independent clause:

If I **asked** for another raise, my boss **would fire** me.

If a sentence concerns something that could have happened in the past but did not happen, the past perfect tense is used in the adverb clause and *would have, could have, should have,* or *might have* is used in the independent clause:

If I **had realized** the danger at that time, I **would have taken** more precautions.

Reduced adverb clauses

Some adverb clauses can be reduced to phrases without changing their meaning. Remember that a clause contains a subject and a verb, but a phrase does not.

An adverb clause can be reduced to an adverb phrase only when the subject of the independent clause is the same as the subject of the adverb clause. Study the examples below to see how adverb clauses are reduced:

1. Time sequences with *after, before, once, since, until, when,* and *while:*

After they sang two songs, the performers did a dance. (clause)
After singing two songs, the performers did a dance. (phrase)

Before he answered the phone, he grabbed a pencil and notepad. (clause)
Before answering the phone, he grabbed a pencil and notepad. (phrase)

Once he had been challenged to play tennis, Tim wouldn't stop practicing. (clause)
Once challenged to play tennis, Tim wouldn't stop practicing. (phrase)

Since she finished studying at the university, Ellen has gone on to become a successful designer. (clause)
Since studying at the university, Ellen has gone on to become a successful designer. (phrase)

He fidgeted with his keys **until he dropped them**. (clause)
He fidgeted with his keys **until dropping them**. (phrase)

When she is working in her garden, Jan always wears a floppy hat. (clause)
When working in her garden, Jan always wears a floppy hat. (phrase)

While George was away in London, he wrote daily. (clause)
While away in London, George wrote daily. (phrase)

2. Giving reasons with *because*
When a clause introduced by *because* is reduced, *because* is omitted and the verb changes form:

Because she had always been interested in sports, Linda became an avid supporter of the team. (clause)
Having always been interested in sports, Linda became an avid supporter of the team. (phrase)

3. Clauses of concession with *although, despite, in spite of, though,* and *while*:

Although he was hurt, Jack managed to smile. (clause)
Although hurt, Jack managed to smile. (phrase)

Despite the fact that she was ill, Lisa went on stage. (clause)
Despite being ill, Lisa went on stage. (phrase)

In spite of the fact that she works long hours, Joan spends a lot of time with her family. (clause)
In spite of working long hours, Joan spends a lot of time with her family. (phrase)

Though I am capable of making cakes, I prefer to bake cookies. (clause)
Though capable of making cakes, I prefer to bake cookies. (phrase)

While I am fond of Jeff, I don't want to marry him. (clause)
While fond of Jeff, I don't want to marry him. (phrase)

The verb in a reduced adverb clause can be in one of two forms. The *-ing* form is used for the active voice, and the *-ed* form (the past participle) is used for the passive voice:

- active voice

Present tense:

When I work, I forget to eat.
When working, I forget to eat.

Past tense:

While he was studying, he heard the explosion.
While studying, he heard the explosion.

Perfect tenses:

After he had finished the book, he put it on the table.
After finishing the book, he put it on the table.
After having finished the book, he put it on the table.

- passive voice

Present tense:

The building will be used as a convention center **when it is completed**.
When completed, the building will be used as a convention center.

Past tense:

When the boy was told to go to bed, he began to cry.
When told to go to bed, the boy began to cry.

Perfect tenses:

Because the house has been remodeled, it will get more on the market.
Having been remodeled, the house will get more on the market.

When the subject of an adverb clause and the subject of the independent clause are not the same, the adverb clause cannot be reduced. Reducing the adverb clause changes the meaning:

- Same subject:
  Ever since **she** graduated, **Sue** has been working for an engineering firm. (clause)
  Ever since graduating, Sue has been working for an engineering firm. (phrase)
- Different subjects:
  After **Sue** graduated, **her parents** retired. (clause)
  (= The daughter graduated, then her parents retired.)
  After graduating, her parents retired. (phrase)
  (= Her parents graduated, then her parents retired.)

Adverb clauses, beginning with *as* or *as soon as*, cannot be reduced:

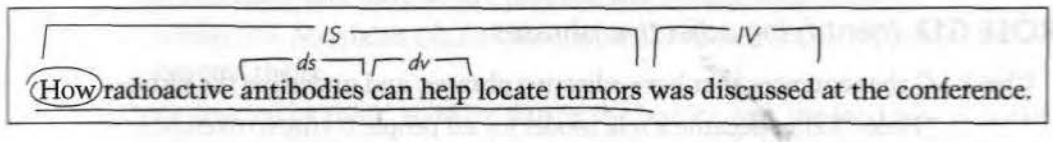
Correct As he was walking, he kept stopping to look at the flowers.
Incorrect As walking, he kept stopping to look at the flowers.

Exercises G10–G14 Use Exercises G10–G14 to build your skills in identifying and analyzing complex sentences, clauses, and phrases.

EXERCISE G10 *Analyzing complex sentences with noun clauses*

Analyze the sentences below. Follow these steps:

a. Underline the noun clause.
b. Circle the clause marker.
c. Write *IS* above the independent clause subject and *IV* above the independent clause verb.
d. Write *ds* above the dependent clause subject and *dv* above the dependent clause verb.



1. That rent-control laws may inhibit landlords from repairing properties is unfortunate but true.
2. Studies of newborn infants show that some perceptual processes, such as depth perception, may be inherited.
3. How glass is blown in a cylinder was demonstrated at the Stuart Crystal Factory.
4. One can easily understand why fast-food restaurants are so popular.

EXERCISE G11 *Analyzing complex sentences with adjective clauses*

Analyze the sentences below. Follow these steps:

a. Underline the adjective clause.
b. Circle the clause marker if there is one and the word the clause marker relates to.
c. Write *IS* above the independent clause subject and *IV* above the independent clause verb.
d. Write *ds* above the dependent clause subject and *dv* above the dependent clause verb – in this case, the adjective clause.

1. A species of tomato that is adapted to harsh climatic conditions has been developed.
2. The date on which Romulus founded Rome is generally considered to be 753 BCE.
3. In the Colosseum in Ancient Rome, cranes lifted cages to a level where the animals could enter the arena up a ramp.
4. The common hedgehog, which has outlived the mammoth and the saber-toothed tiger, is now threatened by automobile traffic.
5. Many English villages have churches that date back to Norman times or before.
6. Shakespeare wrote plays people have enjoyed for four centuries.
7. People who are in charge of ticket reservations warn travelers to book early during the high seasons.
8. Walt Disney was a man whose creations still bring happiness to many children.
9. Using low doses of antibiotics that don't kill bacteria only increases these germs' resistance.
10. The only U.S. president the people did not choose in a national presidential election was President Gerald Ford.

EXERCISE G12 *Identifying adjective phrases*

Check (✓) the sentences that have adjective phrases, and underline the phrases.

1. ____ Helen Keller became a role model for all people trying to overcome severe obstacles.
2. ____ The track leading into the ancient city of Petra follows a mile-long canyon that ends in front of an impressive temple carved out of the sandstone cliffs.
3. ____ Identical twins who have been raised apart have shown amazing similarities on physical, intelligence, and behavioral tests.
4. ____ The highest ruins found in the Andes have yet to be properly examined because of their inaccessibility.

EXERCISE G13 *Analyzing complex sentences with adverb clauses*

Analyze the sentences below. Follow these steps:

a. Underline the adverb clause.
b. Circle the clause marker.
c. Write *IS* above the independent clause subject and *IV* above the independent clause verb.
d. Write *ds* above the dependent clause subject and *dv* above the dependent clause verb – in this case, the adverb clause.

1. Hundreds of pandas starved to death when one of the species of bamboo on which they feed died out.
2. While the world population continues to grow, natural resources remain finite.
3. Because the ice crystals from which they form are usually hexagonal, snowflakes often have six sides.
4. Antiochus was overthrown by Rome around 34 BCE after he apparently used some of his funds to support a local rebellion backed by the Persians.
5. The Romans built raised sidewalks of stone in Pompeii so that pedestrians would not get their feet muddy.
6. Although the existence of germs was verified in about 1600, scientists did not prove the connection between germs and diseases until the mid-nineteenth century.
7. Since the search to find and document sites of Native American cave paintings was first begun, several hundred have come to light.
8. Aphrodisias continued as a Byzantine center until violent earthquakes and invasions brought its prosperity to an end.

EXERCISE G14 *Identifying adverb phrases*

Check (✓) the sentences that have adverb phrases, and underline the phrases.

1. ____ In winter, the Magdalen Islands are almost as isolated as when Cartier first discovered them.
2. ____ Once covered by thick, solid ice during the last Ice Age, the land now is one of the greatest continuous areas of dense coniferous forests in the world known as the boreal forest.
3. ____ By the time newcomers to the United States had passed through the immigration center on Ellis Island, they had been screened for certain contagious diseases.
4. ____ When building Hadrian's Wall, the Romans erected towers about every mile.

GRAMMAR REVIEW: VERBS AND VERBALS

A verb can indicate a state of being (what the subject is) or a location:

Present	Past
Betty **is** intelligent.	Betty **was** happy about her scores.
Robin and Donald **are** doctors.	Robin and Donald **were** students together.
Mickey **is** at work.	Mickey **was** at home yesterday.

A verb can indicate what the subject is like or what it becomes:

That child **seems** frightened.
The book **had become** obsolete.

A verb can indicate an action (what the subject is doing):

The students **will finish** in time.
My neighbor **has bought** a new car.

Auxiliary verbs

A verb may consist of a single word or of a main verb and one or more auxiliary verbs (sometimes called "helping verbs").

The following auxiliary verbs are used in *yes/no* questions and *Wh-* questions:

Auxiliary Verbs

Present	Past	Present	Past	Present	Past
will	would	have / has	had	is / am / are	was / were
can	could	do / does	did	shall	should
may	might				
must					

Where **did** Andy buy his camera?
Should I mention the problems involved?

The negative is formed by adding *not* or the ending *-n't* after the auxiliary verb:

I **can't** go home.
We **had not** yet gone to the shop.
They **aren't** going with us.

The verbs *do, have,* and *will* should not be confused with the auxiliary verbs *do, have,* and *will*:

Verbs	Auxiliary verbs
I do my homework right after class.	**Do** you take the bus?
The Adamses still **have** an electric typewriter.	They **have** worked for us for many years.
My grandfather **willed** us his fortune.	I **will** bring my suit to the convention.

Verb tenses

Verb tenses indicate a point in time or period of time in the past, present, or future. The verb tense in a sentence must be logical in time. Agreement between the verb

tense and time markers such as *today, next year, last week,* and *now,* and between verbs in different clauses, is important. (For more information, see Noun Clauses, p. 89; Adjective Clauses, p. 91; and Adverb Clauses, p. 94.)

Verb tenses and their uses are shown in the chart below:

Tense	Used for	Example
SIMPLE PRESENT	1. a present state of affairs	1. My sister **lives** in Washington.
	2. a general fact	2. The sun **rises** in the east.
	3. habitual actions	3. I **listen** to the radio in the mornings.
	4. future timetables	4. My flight **leaves** at 10:00.
PRESENT CONTINUOUS	1. a specific action that is occurring (right now)	1. Andrew **is watching** TV.
	2. a general activity that takes place over a period of time	2. My sister **is living** in Washington. Sue's condition **is improving**. These days, **I'm taking** it easy.
	3. future arrangements	3. **I'm inviting** Emma to the party on Friday.
SIMPLE PAST	1. an action or a state that began and ended at a particular time in the past	1. The mail **came** early this morning. I **was** shy in high school.
	2. an action that occurred over a period of time but was completed in the past	2. Dad **worked** in advertising for 10 years.
	3. an activity that took place regularly in the past	3. We **jogged** every morning before class.
PAST CONTINUOUS	1. ongoing actions that were interrupted	1. I **was sewing** when the telephone rang. While I **was sewing**, the telephone rang.
	2. a continuous state or repeated action in the past	2. She **was looking** very ill. I **was meeting** lots of people at that time.
	3. events planned in the past	3. Nancy **was leaving** for Chicago but had to make a last-minute cancellation.

Tense	Used for	Example
FUTURE *(going to)*	1. expressing a future intent based on a decision made in the past	1. Jim **is going to bring** his sister tonight.
	2. predicting an event that is likely to happen in the future	2. You**'re going to pass** the test. Don't worry.
	3. predicting an event that is likely to happen based on the present conditions	3. I don't feel well. **I'm going to faint**.
FUTURE *(will)*	1. making a decision at the time of speaking	1. **I'll call** you after lunch.
	2. predicting an event that is likely to happen in the future	2. You **will pass** the test. Don't worry.
	3. indicating willingness to do something	3. If I don't feel better soon, **I'll go** to the doctor.
FUTURE CONTINUOUS	1. an action that will be ongoing at a particular time in the future	1. At noon tomorrow, **I'll be taking** the children to their piano lessons.
	2. future actions that have already been decided	2. **I'll be attending** law school for the next three years.
PRESENT PERFECT	1. an action or a state that happened at an unspecified time	1. He **has been** ill. I'm sorry. I **have forgotten** your name.
	2. an action that has recently occurred	2. He**'s** just **gone** to sleep.
	3. an action that began in the past and continues up to the present (often used with *for* or *since*)	3. Judy **has lived** in Maine all her life. **I've been** here since Monday. He**'s known** her for two weeks.
	4. an action that happened repeatedly before now	4. We **have flown** across the Pacific four times. **I've failed** my driver's test twice.

Tense	Used for	Example
PRESENT PERFECT CONTINUOUS	1. an action that began in the past and has just recently ended 2. an action that began in the past and continues in the present 3. an action repeated over a period of time in the past and continuing in the present 4. a general action recently in progress (no particular time is mentioned)	1. **Have** you **been raking** the lawn? There are leaves all over your shoes. 2. Laura **has been studying** for two hours. 3. Simon **has been playing the guitar** since he was 13. 4. **I've been thinking** about going to college next year.
PAST PERFECT	1. a past action that occurred before another past action 2. an action that was expected to occur in the past	1. Tom **had left** hours before we got there. 2. I **had hoped** to know about the job before now.
PAST PERFECT CONTINUOUS	1. a continuous action that occurred before another past action 2. a continuous action that was expected to occur in the past	1. They **had been playing** tennis before the storm broke. His eyes hurt because he **had been reading** for eight hours. 2. I **had been expecting** his change in travel dates.
FUTURE PERFECT	an action that will be completed before a particular time in the future	By next July, my parents **will have been married** for 50 years.
FUTURE PERFECT CONTINUOUS	an action emphasizing the length of time that has occurred before a specific time in the future	By May, my father **will have been working** at the same job for 30 years.

Subject-verb agreement

The subject of a sentence must agree with the verb in person and number:

S V
Susie is working.

S V
Susie, Bill, and Albert are working.

Note the following subject-verb agreement rules:

1. A prepositional phrase does not affect the verb:

   S V
   The houses **on that street** are for sale.

   S V
   The house **with the broken steps** is for sale.

2. The following expressions do not affect the verb:

   accompanied by — as well as
   along with — in addition to
   among — together with

   S V
   Jim, **along with his family**, is going camping.

   S V
   Jim and his family, **as well as the dog**, are going camping.

3. Subjects joined by *and* or *both . . . and . . .* take a plural verb:

   Both Jill **and** Lydia *are* leaving town.

4. When *several, many, both,* and *few* are used as pronouns, they take a plural verb:

   Several *have* already left the party.

5. When the following phrases are used, the verb agrees with the subject that is closer to the verb in the sentence:

   either . . . or
   neither . . . nor
   not only . . . but also

   Neither my sister **nor** my brothers *want* to work in an office.
   Neither my brothers **nor** my sister *wants* to work in an office.

6. The expression *a number of* (meaning *several*) is plural. The expression *the number of* is singular:

   A number of items *have* been deleted.
   The number of deleted items *is* small.

7. When a word indicating nationality refers to a language, it is singular. When it refers to the people, it is plural:

   Japanese *was* a difficult language for me to learn.
   The Japanese *are* investing heavily in Southeast Asia.

8. When clauses, infinitives, or gerunds are used as subjects, they usually take a singular verb:

   - Clauses as subjects
     What it takes *is* lots of courage.
     What those boys need *is* a good hot meal.
     Where we go *depends* on job opportunities.
     Whether it rains or not *doesn't* matter.

- Infinitives as subjects
  To fly in space *is* her dream.
  To be able to read *is* very important in today's world.
- Gerunds as subjects
  Learning a new skill *is* very satisfying.
  Answering trivia questions *is* a common pastime.

9. Sometimes a speaker wants to focus on the type of information that is expressed by an adjective. Since an adjective cannot be used in a subject position, the word *it* is used as the subject:

   S V ADJ
   It was windy and the rain beat down.

10. Sometimes a speaker wants to emphasize a noun and its relative clause. The speaker uses *it* in the subject position followed by the verb *be*:

    S V ┌──CLAUSE──┐
    It was Tom who broke the window.

11. Sometimes a speaker wants to say that something exists or wants to mention the presence of something. The word *there* is used as the subject, and the verb agrees with the noun or noun phrase:

    S V ┌──N PHR──┐
    There were six men in the boat.

Modals

Look at the list of modals below:

can	had better	may	must	shall	will
could	have to	might	ought to	should	would

Modals are always followed by the base form of a verb. Modals have many meanings and can be used for a variety of purposes.

Modal	Meaning
We **can** leave after 2:30.	This is within our ability.
We **could** leave after 2:30. **may** **might**	This is a possibility.
We **had better** leave after 2:30. **ought to** **should**	This is advisable.
We **have to** leave in the morning. **must**	This is a necessity.
We **will** leave in the morning. **shall**	This is our intention.
We **would** leave every morning at 8:30.	This is a past habit.
That woman **must** be the new president. I'm lost. I **must have** taken a wrong turn.	This is an assumption. This is an assumption concerning a past action.
You **can't** be hungry – you just ate! He **couldn't have** taken the book. I had it with me.	This seems like an impossibility. This seems like an impossibility.

Active and passive forms

An active sentence focuses on the person or thing doing the action. A passive sentence focuses on the person or thing affected by the action:

Active Washington Augustus Roebling finished the Brooklyn Bridge in 1883.
Passive The Brooklyn Bridge was finished in 1883.

Active Rebecca's boss had given her the assignment.
Passive Rebecca had been given the assignment.

The passive voice is formed by the verb *be* in the appropriate tense followed by the past participle of the verb.

	Active	Passive
Present	My brother **washes** our car every weekend.	Our car **is washed** every weekend.
Present continuous	My brother **is washing** our car.	Our car **is being washed.**
Simple past	My brother **washed** our car yesterday.	Our car **was washed** yesterday.
Past perfect	My brother **had** just **washed** our car before it rained.	Our car **had** just **been washed** before it rained.

Infinitives

Infinitives are verbals formed with *to* and the base form of the verb. They can be used as a noun, an adverb, or an adjective:

To eat is a necessity. (noun)
I came home **to change**. (adverb)
He always has money **to spend**. (adjective)

Some of the verbs that can be followed by an infinitive are:

afford	consent	hope	prepare	swear
agree	decide	intend	pretend	tend
appear	demand	learn	promise	threaten
arrange	deserve	manage	refuse	try
ask	desire	mean	regret	volunteer
attempt	expect	need	seem	wait
beg	fail	offer	strive	want
care	forget	plan	struggle	wish
claim	hesitate			

We *agreed* **to go** to the movies.
Laura couldn't *afford* **to buy** the ring.
Terry *volunteered* **to work** on the committee.

Some of the adjectives that can be followed by an infinitive are:

anxious	difficult	hard	ready
boring	eager	pleased	strange
common	easy	prepared	usual
dangerous	good		

I am *anxious* **to hear** from him.
We were *ready* **to leave** before the end of the movie.
It is *dangerous* **to smoke** near gasoline.

Some of the verbs that can be followed by a noun or pronoun *and* an infinitive are:

advise	convince	force	order	teach
allow	dare	hire	permit	tell
ask	encourage	instruct	persuade	urge
beg	expect	invite	remind	want
cause	forbid	need	require	warn
challenge				

He *advised* **me to buy** a newer car.
I *persuaded* **my father to lend** me the money.
I *need* **you to help me**.

Gerunds

Gerunds are nouns that are formed by adding *-ing* to the base form of the verb:

Swimming is healthy for you. (subject)
You should try **studying** more. (object)
He was suspected of **cheating**. (object of the preposition)

Some of the verbs that can be followed by a gerund are:

admit	deny	postpone	resist
advise	discuss	practice	resume
anticipate	enjoy	quit	risk
appreciate	finish	recall	suggest
avoid	keep	recommend	tolerate
can't help	mention	regret	try
consider	mind	report	understand
delay	miss	resent	

We *appreciated* his **giving** us the car.
I *finished* **writing** the report.
Lou *enjoys* **playing** tennis on weekends.

Some of the two- and three-word verbs that can be followed by gerunds are:

aid in	depend on	put off
approve of	give up	rely on
be better off	insist on	succeed in
call for	keep on	think about
confess to	look forward to	think of
count on	object to	worry about

You can *count on* his **being** there.
I *keep on* **forgetting** her name.
Sam *confessed to* **eating** all the cookies.

Some of the adjectives + prepositions that can be followed by gerunds are:

accustomed to	intent on
afraid of	interested in
capable of	successful in
fond of	tired of

Sue is *accustomed to* **working** long hours.
Edward is *interested in* **becoming** an artist.
I am *afraid of* **catching** another cold.

Some of the nouns + prepositions that can be followed by gerunds are:

choice of	method of/for
excuse for	possibility of
intention of	reason for

I have no *intention of* **driving** to Nevada.
Sean had a good *excuse for* **arriving** late.
There is a *possibility of* **flying** to Cyprus.

Infinitives and gerunds

Some of the verbs that can be followed by either an infinitive or gerund without a difference in meaning are:

begin	dread	love
can't stand	hate	prefer
continue	like	start

I *hate* **to go** shopping.
I *hate* **going** shopping.

Some of the verbs that can be followed by either an infinitive or gerund but with a difference in meaning are:

forget	remember	stop

I *stopped* **to buy** tomatoes. (I stopped at the store and bought tomatoes.)
I *stopped* **buying** tomatoes. (I no longer buy tomatoes.)

Adjectives that are formed from verbs

The adjective takes the present participle form when describing the actor and the past participle form when describing the receiver (the acted upon):

The teacher	amuses	the students.
(the actor)	(the action)	(the acted upon)

The teacher is do**ing** the action. Therefore, the teacher is amus**ing**:

The **amusing** teacher made the class laugh.

The students are act**ed** upon. Therefore, the students are amus**ed**:

The **amused** students were laughing in class.

Some other verbs used as adjectives are:

amaze	depress	exhaust	satisfy
annoy	disgust	fascinate	shock
astonish	embarrass	frighten	terrify
bore	excite	horrify	worry
confuse			

EXERCISES G15–G17 Use Exercises G15–G17 to practice your skills in using verbs and verbals.

EXERCISE G15 *Checking verb tenses*

If the underlined verb is incorrect, write the correct verb form in the blank.

1. Aerial photography will recently and unexpectedly revealed many historical sites.

   _____

2. Electricity using superconductivity can travel farther with greater efficiency.

   _____

3. In the future, we may have been measuring movements on the Earth's crust that are undetectable today.

   _____

4. It was not until the invention of the camera that artists correctly painted galloping horses.

   _____

5. Mice with disorders similar to human diseases have been grown from genetically engineered mouse cells.

   _____

6. Navigational errors have now been almost a thing of the past.

   _____

7. Once a crocodile has seized an animal, it is dragging the prey beneath the surface of the water.

   _____

8. Suburbs harbor an extraordinary variety of birds, insects, plants, and animals since urban sprawl began.

   _____

EXERCISE G16 *Checking subject-verb agreement*

Write *C* (correct) if the subject and verb agree. Write *I* (incorrect) if the subject and verb do not agree.

1. _____ The difference between the living conditions in the countryside and in towns has been eliminated.
2. _____ A reorganization of brain cells occurs during adolescence.
3. _____ The radiation levels from a computer display terminal is well below presently accepted standards of exposure.
4. _____ Pollution, together with water erosion, is taking its toll on the buildings.
5. _____ The exquisite decoration and the effective use of space, light, and water contributes to the Alhambra's unique beauty.

EXERCISE G17 *Choosing verb forms*

Choose the letter of the word or phrase that correctly completes the sentence.

> Remote sensing from orbiting instruments aided explorers ____ the lost city of Ubar.
> (A) to find
> (B) in finding
>
> You should choose *B* because the verb *aid* is used with the word *in* followed by a gerund.

1. The English Heritage members attempt ____ castles and other ancient buildings in England.
   (A) to maintain
   (B) maintaining
2. In 1970, the Canadian scientist George Kell ____ that warm water freezes more quickly than cold water.
   (A) proved
   (B) proving
3. A great deal of thought has ____ into the designing of a concert hall.
   (A) to go
   (B) been gone
4. Only through diplomatic means can a formal agreement be ____.
   (A) reaching
   (B) reached
5. The vessel that sank ____ the gold and jewels from the dowry of Catherine of Aragon.
   (A) may have been carrying
   (B) will have been carrying
6. Hollywood film producers have been regularly ____ tens of millions of dollars for a single movie.
   (A) budgeted
   (B) budgeting
7. Attempts ____ the face cards from playing cards have proved unsuccessful.
   (A) abolishing
   (B) to abolish
8. One out of every eight balloons in the world ____ at Albuquerque, New Mexico.
   (A) is launched
   (B) launched
9. For noncriminal purposes, U.S. currency ____ only if the copy is one-sided and significantly different in size.
   (A) must be copied
   (B) may be copied
10. Even though many governments disapprove of their citizens' ____ the opium poppy, the practice thrives.
    (A) cultivating
    (B) to cultivate

GRAMMAR REVIEW: REFERENTS

Pronouns and demonstrative adjectives can be used to refer to other words in a sentence. These forms are called *referents* and they agree with the word they refer to.

Pronouns

Pronouns have different forms depending on their use, as shown in the chart below.

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Study the following sentence:

When you see the African lions in the park, you see them in their true environment.

Both instances of *you* are in the subject position. The pronoun *them* is the object pronoun and refers to the lions. *Their* is in the possessive adjective form because the environment discussed in the sentence is that of the lions.

A possessive pronoun or adjective must agree with the word it refers to:

The little girl put on **her** hat, and the little boy put on **his**.

If the hat the girl put on belongs to the girl, the possessive adjective must agree with the word *girl*. If the hat the boy put on belongs to the boy, the possessive pronoun must agree with the word *boy*. If something in the sentence indicates that the hats they put on belong to someone else, agreement must be made between the possessive pronoun or adjective and that other person:

The boy and girl switched hats. **She** put on **his** hat and **he** put on **hers**.

Demonstrative adjectives

Demonstratives are the only adjectives that agree in number with their nouns:

Singular	Plural
this	these
that	those

That hat is nice.
Those hats are nice.

When there is the idea of selection, the pronoun *one* (or *ones*) often follows the demonstrative:

I want a book. I'll get **this [one]**.

If the demonstrative is followed by another adjective, *one* (or *ones*) must be used:

I want a book. I'll get this big one.

EXERCISE G18 Use Exercise G18 to practice your skills in understanding referents.

EXERCISE G18 *Understanding referents*

Write the word or phrase that the underlined words refer to.

1. The dogs must be loyal, intelligent, and calm; these qualities are what make them suitable for training to lead the blind.

   these qualities _____

   them _____

2. To understand ancient Egypt, scholars study its hieroglyphics and try to interpret them.

   its _____

   them _____

3. When Caesar and his troops invaded Britain, they anchored their transports above an area they erroneously thought was the high tidemark.

   his _____

   they _____

   their _____

   they _____

4. The prickly pear anchors itself on rocky, barren hills and in those places grows to about three meters high.

   itself _____

   those places _____

5. The dodo was first sighted around 1600 on Mauritius, but unfortunately this bird became extinct on that island within eighty years after that.

   this bird _____

   that island _____

   that _____

6. In 1978, Maxie Anderson and his two partners made the first crossing of the Atlantic Ocean in their hot-air balloon.

   his _____

   their _____

GRAMMAR REVIEW: PARALLEL STRUCTURES

Many sentences present information in a list or series. The items in the list or series must have parallel structures. Notice how the words in the following sentences are parallel (use the same word form or phrasing):

Nouns	The children played on the **swings, slides,** and **seesaw**.
Gerunds	**Reading, writing,** and **speaking** are important skills to learn.
Infinitives	After her accident, Allie had to learn how **to speak, to walk,** and **to write** again.
Verbs	We will **run, swim,** and **play** at the beach.
Adjectives	Betty is **short, stocky,** and **vivacious**.
Adverbs	This car runs **efficiently, quietly,** and **dependably**.
Subjects	**Vendors selling postcards, artists drawing on the pavement,** and **folk singers strumming guitars** can all be seen at the summer festival in the park.
Phrases	For all her years **of triumph and tragedy, of glory and ruin, of hope and despair,** the actress was still able to draw a crowd.
Clauses	Creating a map is a compromise of **what needs to be shown, what can be shown in terms of map design,** and **what mapmakers would like to include**.

EXERCISE G19 Use Exercise G19 to practice your skills in using parallel structures.

EXERCISE G19 *Checking for parallel structure*

Write the correct form for any parallel phrase that is used incorrectly.

Mammoth Cave is comprised of over 360 miles of connecting caverns, massive columns, and it has eroded forms that are grotesque.

grotesque eroded forms

Dartmoor sheep produce quality fleece, are comparatively prolific, and have lambs that fatten readily.

_____

You should write *grotesque eroded forms* in the first blank because a noun is needed to be parallel to the other nouns. The word *forms* is a noun, and the words *grotesque* and *eroded* are adjectives. The second sentence is correct, so you should leave the blank empty.

1. On the stones of the Sacra Via, patricians and plebeians bargained, elected officials, heard speeches, and were paying homage to pagan gods.

_____

2. Following Charles V's death, the Louvre reverted to its former uses as a fortress, a prison, an arsenal, and a treasure-house.

_____

3. The towering pinnacles of Bryce Canyon, the eroded valleys of the Grand Canyon, and Death Valley's parched landscape are sights the tourist will always remember.

_____

4. The money raised goes directly to schooling for the children, teaching survival skills to women, and most importantly medical supplies.

_____

5. The farmer explained which kinds of apples are used for cider, how they are processed, and the small bitter apples make the best cider.

_____

6. Orphaned hawk chicks have been raised on a diet of liquidized mice, dog food, fish, proteins, and vitamins.

_____

GRAMMAR REVIEW: CONNECTING IDEAS

Ideas must be connected within sentences and between sentences. Certain types of words and phrases smooth the flow of ideas and make sentences, paragraphs, and passages more connected and coherent. Some examples of these words and phrases and their functions within a text are outlined below.

Connecting ideas within a sentence

And joins two or more words, phrases, or clauses of similar value or equal importance:

We went swimming **and** boating.
We looked in the house **and** around the yard for the lost necklace.
We booked the flight, **and** we picked up the tickets the same day.

When *and* joins two equal subjects, the verb must be plural:

Swimming **and** boating *are* fun.

Or joins two or more words, phrases, or clauses that contain the idea of choice:

We could go swimming **or** boating.
We could look in the house **or** around the yard for the lost necklace.
We could book the flight now, **or** we could wait until tomorrow.

But shows a contrast between two or more words, phrases, or clauses:

We went swimming **but** not boating.
We didn't look in the house **but** around the yard for the lost necklace.
We booked the flight, **but** we haven't picked up the tickets.

Either is used with *or* to express alternatives:

We can **either** go to the park **or** stay home and watch TV.

Neither is used with *nor* to express negative alternatives:

He **neither** called **nor** came to visit me. (He didn't call, and he didn't visit me.)

Both is used with *and* to combine two words, phrases, or clauses:

He had **both** the time **and** the patience to be a good parent.

Connecting ideas between sentences or paragraphs (transition words)

Transitional expressions can be used to connect ideas between sentences or paragraphs. Different categories of transition words and phrases are presented below. Words in the same category are not always interchangeable.

You can use the following words as signals that additional information will follow:

additionally	first, second, third, etc.	likewise
also	following this further	moreover
and	further	not only . . . , but also . . .
and then	furthermore	not to mention
as well, as well as	in addition	or
besides, besides that	indeed	then, too
equally important	in fact	too
finally	last, lastly	what is more

You can use the following words as signals that specific examples will be given:

especially	notably
for example, an example	on this occasion
for instance	particularly, in particular
in this case, in another case	specifically
in this situation	take the case of
including	to demonstrate
namely	to illustrate, as an illustration

You can use the following words as signals to clarify information that has been presented:

I mean	that is to say	under certain circumstances
in other words	to put it another way	up to a point
in this case		

You can use the following words as signals to emphasize information that has been presented or will be presented:

above all	extremely	obviously
absolutely	forever	surprisingly
always	in any case	that is
as a matter of fact	in any event	undeniably
besides	indeed	undoubtedly
certainly	in fact	unquestionably
definitely	more importantly	without a doubt
emphatically	naturally	without reservation
even more	never	

You can use the following words as signals that a cause-and-effect relationship will be presented:

accordingly	for
as, as a result	for the simple reason that, for this reason
because, because of	hence
being that	inasmuch as
consequently, as a consequence	in that
due to (the fact that)	in view of (the fact that)

owing to (the fact that)
seeing that
since
so, so much (so) that
so that
therefore
thus

You can use the following words as signals that the information already presented will be compared or contrasted with new information:

after all
although, although this is true
at the same time
balanced against
but
compared to/with, in comparison, by comparison
conversely
for all that
however
in contrast
in the same manner/way
likewise
meanwhile
nevertheless
nonetheless
notwithstanding
on the contrary
on the other hand
similarly
still
when in fact
where
whereas
while this is true
yet

You can use the following words as signals of a time relationship:

after, after a while
afterwards
as soon as
at first, at last, at the same time
before, before long, before this
currently
during
eventually
finally
first of all, first, second, third, etc.
formerly,
immediately
immediately before, immediately following
in the end
initially
in the first place
in the future
in the meantime
last, last but not least, lastly
later
meanwhile
next
previously
simultaneously
soon, soon after
subsequently
then, and then
thereafter

You can use the following words as signals for introducing disagreement or conflict:

Making a concession or compromise about a point:

admittedly
albeit
although
at least
be that as it may
but even so
even though
given that
granted that, granting that
however
I admit that
in any event
in either event
in the event that
naturally
nevertheless
nonetheless
notwithstanding
still
though
yet

Dismissing a previous statement or argument:

all the same
besides
either way
even if
in any case
in any event
in either case
in either event
in the event that
it may appear that
rather
regardless
whatever happens
whichever

Pointing out a contradiction:

but	conversely	however	in spite of	when in fact
by way of contrast	despite	in contrast	instead	whereas

Indicating reservations:

indeed	notwithstanding
nevertheless	regardless
nonetheless	

Indicating a digression to a previous point or resuming after a digression or interruption:

anyway	at any rate	incidentally	to get back to the point
as I was saying	by the way	to change the topic	to return to the subject

Pointing out conditions:

although	if	only if	providing that
as/so long as	on (the) condition (that)	provided that	unless

You can use the following words as signals that a summary or conclusion will be presented:

accordingly
all in all, all together
as a result
as I have said, as I stated, as I have shown
as indicated above/earlier
as mentioned, as I mentioned
as noted earlier, as has been noted, as I have noted
briefly, in brief, to put it briefly
by and large
consequently
finally
given these facts
hence
in conclusion, to conclude
in short
on the whole
overall
since
so
summing up, in summary, to summarize
then
therefore
thus

EXERCISE G20 Use Exercise G20 to practice your skills in using connecting words.

EXERCISE G20 *Choosing connecting words*

Choose the letter of the connecting word that best completes the sentence.

Walls that are smooth and flat enable sound to bounce back as an echo. _____, rooms enclosed by such walls tend to be noisy.

(A) Consequently
(B) Nevertheless
(C) In any case
(D) In contrast

You should choose *A* because a noisy room would be a consequence of walls that enable sound to make an echo.

1. Whiskers are very sensitive, _____ animals can use them to avoid obstacles in the dark.
   - (A) so
   - (B) regardless of this
   - (C) besides
   - (D) granted that

2. Soil fertility is largely a consequence of the action of earthworms. _____, they have played an important part in world history.
   - (A) Likewise
   - (B) Because of this
   - (C) For example
   - (D) In contrast

3. In 1927, critics gave bad reviews to Buster Keaton's film *The General*, which is now regarded as both a classic _____ the best work of a cinematic genius.
   - (A) and
   - (B) furthermore
   - (C) nevertheless
   - (D) beyond

4. _____ Emily Dickinson wrote some of the most haunting lines of American poetry, only seven of her poems were published during her lifetime.
   - (A) But
   - (B) When
   - (C) Before
   - (D) Although

5. America was probably not discovered by Columbus _____ by the Vikings.
   - (A) but
   - (B) neither
   - (C) however
   - (D) in addition

6. We see around us an amazing diversity of life forms. _____ this, it is possible to detect some sort of order in the natural world.
   - (A) In the event of
   - (B) In contrast to
   - (C) Providing
   - (D) Despite

7. During a heart attack, the blood flow to the heart is blocked and _____, cells of the heart muscle die from the lack of oxygen.
   - (A) overall
   - (B) incidentally
   - (C) consequently
   - (D) anyway

8. Neither Anne Bonny nor Mary Read chose to live conventional female lifestyles, _____ became pirates instead.
   (A) in both cases
   (B) although
   (C) at least
   (D) but

9. Every air molecule has weight. _____, just as a heavy object propelled upward falls back toward the ground, molecules of air return towards the planet's surface.
   (A) As
   (B) So
   (C) After all
   (D) Presently

10. Security threads, watermarks, tiny hidden print, _____ other hard-to-copy features are incorporated into paper money.
    (A) and
    (B) so that
    (C) that is
    (D) namely

GRAMMAR REVIEW: NOUNS

Count and noncount nouns

Nouns can be count or noncount. *Count nouns* refer to people or things that can be counted. You can put a number before this kind of noun. If the noun refers to one person or thing, it needs to be in the singular form. If the noun refers to more than one person or thing, it needs to be in the plural form:

one desk three desks one book 50 books

Noncount nouns refer to general things such as qualities, substances, or topics. Noncount nouns cannot be counted and have only a singular form:

food air money intelligence

Some noncount nouns can become count nouns when they are used to indicate types:

the wines of California
the fruits of the Northwest

Quantifiers

Quantifiers are words that indicate an amount or a quantity of a noun. Some quantifiers are used with both plural count nouns and noncount nouns:

all	any	lots of	most	some
a lot of	enough	more	plenty of	

I have **enough** money to buy the watch. (noncount)
I have **enough** sandwiches for everyone. (count)

Some quantifiers are used only with noncount nouns:

a little much

There's **a little** milk.
There's not **much** sugar.

Some quantifiers are used only with plural count nouns:

both many a few several

I took **both** apples.
We saw **several** movies.

Some quantifiers are used only with singular count nouns:

another each every

Joe wanted **another** piece of pie.
Every child in the contest received a ribbon.

Singular and plural nouns

Most count nouns have a singular form and a plural form. The plural form for most nouns has an *-s* or *-es* ending. However, there are other singular and plural patterns.

Some nouns form their plurals with a vowel change or an ending change:

Singular	Plural
foot	feet
goose	geese
tooth	teeth
mouse	mice
louse	lice
man	men
woman	women

Some nouns form their plurals by changing a consonant before adding *-s* or *-es*:

Singular	Plural
wolf	wolves
leaf	leaves
wife	wives
knife	knives

Some nouns form their plurals by adding an ending:

Singular	Plural
child	children
ox	oxen

Some nouns have the same plural and singular form. These nouns frequently refer to animals or fish. However, there are exceptions:

bison	fish	series	offspring
deer	salmon	species	spacecraft
sheep	trout	corps	

One **fish** is on the plate.
Two **fish** are in the pan.

When a noun is used as an adjective, it takes a singular form:

We are leaving for two **weeks**. (noun)
We are going on a two-**week** vacation. (adjective)

Collective nouns refer to an entire group. When a collective noun indicates a period of time, a sum of money, or a measurement, it takes a singular verb:

Two weeks is enough time to finish the contract.
Ten dollars is all I have.
Seven pounds is an average weight for a newborn.

Some nouns end in *-s* but are actually singular and take singular verbs. These include academic subjects (mathematics, politics, physics, economics, civics, statistics) and diseases (measles, mumps, rabies):

Physics is Professor Brown's specialty.
Measles is usually contracted during childhood.

EXERCISE G21 Use exercise G21 to practice your skills in using correct noun forms.

EXERCISE G21 *Checking noun forms*

In each sentence, one of the underlined nouns is incorrect. Circle the incorrect noun and write the correct form in the blank.

The art of calligraphy has been passed from one generation to another generations over the centuries.
generation
You should write *generation* because the word *another* is used only with singular nouns.

1. A goal of the Young Politicians of America is to provide young citizen with the opportunity to participate in government.

   _____

2. Many highly paid executives owe their success to motivations rather than to brilliance.

   _____

3. The most renowned of America's metalworker, Samuel Yellin, designed the ironwork for the New York Federal Reserve Bank building.

   _____

4. The research project looked at the importance of childrens as consumers of fashion.

   _____

5. Curious animals by nature, calf learn about their environment by first sniffing objects and then licking them.

   _____

6. Although small-claims courts use very simplified procedures, a person unfamiliar with law may need some advices with a complicated case.

   _____

GRAMMAR REVIEW: ARTICLES

Articles can be indefinite or definite. The indefinite article *a* is used before a consonant sound, and the indefinite article *an* is used before a vowel sound.

Some words that begin with the letter *u* have an initial consonant sound and some have an initial vowel sound:

a university *but* an umbrella

The letter *h* is sometimes not pronounced:

a horse *but* an hour

The indefinite article

Use the indefinite article *a/an* in the cases listed below:

Before singular count nouns when the noun is mentioned for the first time:

I see **a** house.

When the singular form is used to make a general statement about all people or things of that type:

A concert pianist spends many hours practicing. (All concert pianists spend many hours practicing.)

In expressions of price, speed, and ratio:

60 miles **an** hour four times **a** day

A and *an* are not used before plural nouns or before noncount nouns:

Flowers were growing along the riverbank.
I wanted advice.

The definite article

Use the definite article *the* in the cases listed below:

Before a noun that has already been mentioned, or when it is clear in the situation which thing or person is referred to:

I saw a man. **The** man was wearing a hat.
The books on the shelf are first editions.
I went to **the** bank. (a particular bank)

Before a singular noun that refers to a species or group:

The tiger lives in Asia. (Tigers, as a species, live in Asia.)

Before adjectives used as nouns:

The children collected money to donate to a charity for **the** poor.
(*the poor* = poor people)

When there is only one of something:

The sun shone down on **the** Earth.
This is **the** best horse in **the** race.

The definite article with proper nouns

The definite article *the* is usually used with canals, deserts, forests, oceans, rivers, seas, and plural islands, lakes, and mountains:

the Suez Canal	the Black Forest
the Hawaiian Islands	the Atlantic Ocean

The is not usually used with planets and singular islands, lakes, mountains, and parks:

Mars	Central Park	Lake Michigan
Venus	Paradise Island	Mount Rushmore

The is usually used when the name of a country or state includes the word *of*, the type of government, or a plural form:

the Republic of Ireland
the United Kingdom
the Philippines

The is not usually used with the names of countries and states, continents, or cities:

Japan	Africa	Chicago
Brazil	Asia	Mexico City
Germany	Europe	Hong Kong

Choosing the correct article

The expression *a number of* means *several* or *many* and takes a plural verb. The expression *the number of* refers to the group and takes a singular verb:

A large number of tourists *get* lost because of that sign.
The number of lost tourists *has* increased recently.

The following nouns have different meanings depending on whether or not they are used with an article:

prison	school	college	university	church
jail	bed	home	court	sea

Look at how the meaning of *bed* changes:

No article	Jack went to bed. (= Jack went to sleep. *Bed* refers to the general idea of sleep.)
With the	Jack went to the bed. (= Jack walked over to a particular bed. *The bed* is referred to as a specific object. He may or may not have lain down and gone to sleep.)
With a	Jack bought a bed. (= Jack purchased an object called a bed.)

Articles are not used with possessive adjectives (*my, your,* etc.); possessive pronouns (*mine, yours,* etc.); or demonstratives (*this, that, these,* and *those*):

This is my coat. Where's yours?
That watch is broken.

Note that in the following question, the demonstrative pronoun *this* is not used as part of the noun phrase *the* book:

Is this the book you wanted?

This is the subject of the sentence. *The book* is the complement of the sentence. They are beside each other because of the subject/auxiliary inversion in the question form. They are not used together as a single phrase.

Noncount nouns are used without an article to refer to something in general. However, sometimes an article is used to show a specific meaning:

People all over the world want peace. (= peace in general)
The peace was broken by a group of passing children. (*The peace* refers to peace at a specific time and place.)

The imparting of knowledge was the job of the elders in the community. (= knowledge in general)
A knowledge of computers is useful in many occupations. (= a specific type of knowledge)

EXERCISE G22 Use Exercise G22 to practice your skills in article usage.

EXERCISE G22 *Checking article usage*

If the underlined article is used incorrectly, write the correct article in the blank.

A island in the Pacific Ocean was used for the experiment. *An*
You should write *An* in the blank because *island* begins with a vowel sound.

1. Countless tourists throng to the Greek islands. ____
2. The tomato originated in Central America. ____
3. The steam engine was developed in an eighteenth century. ____
4. The Russia has a very diverse culture. ____
5. A university education is a requirement for many highly paid positions. ____
6. Bacteria exist everywhere in the nature. ____

GRAMMAR REVIEW: WORD ORDER

The order of the subject and verb in an English sentence can be changed for various reasons. In a statement, the subject is followed by the verb. In a question, an auxiliary verb or the verb *be* comes before the subject:

S AUX V She has seen the Grand Canyon.	S V The boxes are on the table.
AUX S V Have you seen the Grand Canyon?	V S Where are the boxes?

An auxiliary verb is used in a question except when the main verb is *be*. An auxiliary verb can be understood or used in a statement, for emphasis and for negatives:

Do you live in a small town? (*Do* is the auxiliary verb.)
I live in a small town. (*Do* is understood.)
I do live in a small town. (*Do* can be used in statements for emphasis.)
I don't live in a large town. (*Do* is used with *not* in negative statements.)

Word order can also be changed to avoid repetition:

Jane works at Spencer Motors, and Bill works at Spencer Motors.
Jane works at Spencer Motors and **so does Bill**.

Jane isn't working on Saturday, and Bill isn't working on Saturday.
Jane isn't working on Saturday and **neither is Bill**.

Word order is also changed when a statement begins with a prepositional phrase of location:

S V
Austin, Texas, lies at the edge of the Hill Country.

V S
At the edge of the Hill Country **lies Austin, Texas**.

Word order is changed when the conditional *if* has been omitted:

If I had gone to the post office, I would have bought stamps.
Had I gone to the post office, I would have bought stamps.

The negative words and phrases below are followed by a change in word order when they begin a sentence or an independent clause:

hardly ever	only (when followed by an adverbial)
neither	only by
never	only in this way
nor	only then
no sooner . . . than	on no account
not often	rarely
not once	scarcely
not only . . . as well	scarcely . . . when
not only . . . but also	seldom
not until	so
nowhere	under no circumstances

S V
Mary **not only** works at the post office, **but** she **also** works at the grocery store.

AUX S V
Not only does Mary work at the post office, **but** she **also** works at the grocery store.

S V
Max **never** bought another motorcycle again.

AUX S V
Never again did Max buy another motorcycle.

S AUX V
Mark won't like that bread, and he won't like that cheese.

AUX S V
Mark won't like that bread **nor** will he like that cheese.

EXERCISE G23 Use Exercise G23 to practice your skills in identifying word order.

EXERCISE G23 *Locating inversions*

Underline and label the subject, auxiliary verb, and verb that have been inverted in each sentence. Not all sentences contain an auxiliary verb.

AUX S V
Only once every 76 years does Halley's Comet appear in the sky.

1. Had Napoleon succeeded in his dream of conquering Europe, the map of the continent would look very different today.
2. Only under unusual circumstances are federal officials impeached.
3. Coffee contains caffeine and so does tea.
4. Not until a person has had a medical checkup should he or she start an exercise program.
5. Only when an institute is given funding will it be able to undertake research programs.
6. The potato is not indigenous to Europe and neither is the tomato.
7. Should a medical crisis occur, call the emergency services.
8. On Easter Island remain the mysterious giant stone heads carved by a forgotten civilization.

GRAMMAR REVIEW: COMPARISONS

Forming comparatives and superlatives

One-syllable adjectives and adverbs form their comparative and superlative forms by adding *-er* and *-est* to the base:

Base	Comparative	Superlative
small	smaller	smallest
fast	faster	fastest

This ring is **smaller** than that ring.
It is **the smallest** one in the box.

Note: The superlative structure includes *the*. The comparative structure includes *the* only when the comparative takes a noun position (for example, "I like **the smaller** of the two.").

Two-syllable adjectives and adverbs ending in *-er*, *-y*, or *-ly* add *-er* and *-est* to the base form:

Base	Comparative	Superlative
clever	cleverer	cleverest
happy	happier	happiest
early	earlier	earliest

Some two-syllable adjectives and adverbs and all those with three or more syllables use *more* and *most* with the base form:

Base	Comparative	Superlative
joyful	more joyful	most joyful
intelligent	more intelligent	most intelligent
happily	more happily	most happily

Irregular comparatives and superlatives are as follows:

Base	Comparative	Superlative
good (adj)	better	best
well (adv)	better	best
bad (adj)	worse	worst
badly (adv)	worse	worst
little (adj & adv)	less	least
many (adj)	more	most
much (adj & adv)	more	most
far (adj & adv)	farther	farthest
	further	furthest
late (adv)	later	last, latest
old (adj)	older	oldest
	elder	eldest

The comparative form *less* and the superlative form *least* are used with adjectives and adverbs to indicate that something does not have as much of a particular quality as what it is being compared to:

I have become **less** anxious about the project [than I was before].
This is the **least** populated island of the archipelago.

Using comparatives and superlatives

Comparatives and superlatives can be used to modify a noun:

A **harder** exam would discourage the students.
The **taller** boy won the wrestling match.
The **earliest** time I can come is ten o'clock.

Comparatives and superlatives can be used after a verb:

We need to be **more** understanding.
The black horse is the **fastest**.

Some structures using comparatives take the word *than*. (*Note:* The words *the* and *than* are not used together in a comparative structure.):

Before nouns	Jackie is **more active than** her brother.
Before phrases	Last year the test results were **better than** in previous years.
Before clauses	He is **taller than** I thought he was.

The superlative is used in the following structures:

With prepositions	The first step is **the most** important of all. He has **the worst** temper in the world.
With clauses	That meal was **the best** I've had for a long time. That is **the most convincing** movie I've ever seen.

Using expressions of equality or inequality

Expressions of equality or inequality can be made using the base form of the adjective or adverb with *as . . . as*, *not as . . . as*, or *not so . . . as*:

Jim is **as clever as** Nancy, but he doesn't work **as hard as** she does.
I am just **as good** a typist **as** Bobby is.

Using parallel comparison

When a two-clause sentence begins with a comparative, the second clause also begins with a comparative:

The more encouragement Edna got, **the harder** she tried to succeed.

EXERCISE G24 Use Exercise G24 to practice your skills in using comparatives.

EXERCISE G24 *Checking comparatives*

In the blank, write the correct form for any phrase that is used incorrectly.

Both the épée and foil are descendants of the dueling sword, but the épée is heavier of the two fencing weapons.
the heavier
Today as many as ten thousand crocodiles thrive in the warm waters of Lake Nasser.
_____
You should write *the heavier* in the first blank because two swords are being compared. The word *heavier* is used as a noun in this case and, therefore, needs the word *the*. The second sentence is correct.

1. More often than not, a honking goose frightens off strangers best than a barking dog.
   _____
2. As adaptable as wolves were, they were not able to survive human encroachment into the Rocky Mountains as well as coyotes.
   _____
3. Australia is the flatter and drier of all the continents.
   _____
4. Although the drought was as not severe as the previous one, its effect was more damaging.
   _____
5. The calmer of the two horses was more suitable for amateur riders.
   _____
6. The lower the temperature and longer the cooking time used for baking a potato, the crunchier and tough the skin will be.
   _____

7. The further west the Native Americans were driven, the harder they fought to secure their lands.

_____

8. The *George W. Wells*, a six-masted schooner, was a largest sailing ship lost on the East Coast.

_____

9. Turkey's the largest city, Istanbul, played a central role in history as Constantinople, the capital of the Byzantine Empire.

_____

10. The world's longest-running sports competition began at Olympia in 776 BCE.

_____

GRAMMAR REVIEW: PREPOSITIONAL PHRASES

Prepositional phrases consist of a preposition and an object. The object is a noun or pronoun:

PREP OBJ
into the house

PREP OBJ
above it

The noun can have modifiers:

PREP OBJ
into the old, broken-down house

Prepositional phrases that are used as adverbs can take various positions:

The city park is just **around the corner**.
Just **around the corner** is the city park.

"Around the corner" answers the question "Where is the city park?" and, therefore, is used like an adverb.

Prepositional phrases that are used as adjectives follow the noun they describe:

NOUN PREP PHRASE
I walked into the house with the sagging porch.

"With the sagging porch" describes the house and, therefore, is used like an adjective.

A list of commonly used prepositions follows:

about	behind	in	through
above	below	in spite of	throughout
across	beneath	into	till
after	beside	like/unlike	to
against	between	near	toward
along	beyond	of	under
among	by	off	until
around	despite	on	up
as	down	out	upon
at	during	out of	with
because of	for	over	within
before	from	since	without

Some of these words can have other functions in a sentence. To check whether a prepositional phrase is being used, look for a preposition and an object:

PREP OBJ
Because of the time, we had to leave.

CLAUSE MARKER CLAUSE
Because it was late, we had to leave.

PREP OBJ
We wrote the correction above the error.

ADV
Study the sentences above.

PREP OBJ
We climbed up the spiral staircase.

PHRASAL VERB
We had to get up early.

(Note: A phrasal verb is a verb + one or two other words that give the verb a different meaning. *Get* means "obtain," whereas *get up* means "arise.")

Some prepositions have several meanings:

I hung the picture **on** the wall. (upon)
I bought a book **on** philosophy. (about)
I called her **on** the phone. (using)
I worked **on** the research committee. (with)

EXERCISE G25 Use Exercise G25 to practice your skills in using prepositions.

EXERCISE G25 *Identifying correct phrases*

Choose the letter of the phrase that correctly completes the sentence.

1. _____ of his rule, Ataturk introduced significant changes to the Turkish people's way of life.
   (A) As the years
   (B) Through the years
2. The Mississippi region is _____ astonishingly diverse people.
   (A) full of
   (B) entirely filled
3. Doctors anticipate _____ will bring a revolution in surgical techniques.
   (A) that the twenty-first century
   (B) from the twenty-first century
4. _____ their complex structures, trilobites are ideal for studying small evolutionary changes.
   (A) Because
   (B) Because of

5. No animal sheds tears when in trouble or pain _____ the large, gentle marine mammal called the dugong.
   (A) except that
   (B) except for

6. In Europe, the tradition _____ persisted well into the fourteenth and fifteenth centuries.
   (A) spring fertility celebrations was
   (B) of spring fertility celebrations

7. The degradation of plant and animal populations underscores the need _____ toward the ecosphere.
   (A) for a new attitude
   (B) being a new attitude

8. A prehistoric cairn is a pile of stones raised as a landmark or memorial and is usually erected _____.
   (A) over a burial site
   (B) that was a burial site

PART 2

BUILDING SKILLS

Reading

The Reading section of the TOEFL® iBT test measures your ability to understand written academic English. You will be asked to read three to five passages and answer 12–14 comprehension questions about each passage. All the information needed to answer the questions can be found within the passage. It is not necessary for you to have any prior knowledge about the topic in order to answer the questions.

Most questions in the Reading section of the TOEFL test are worth one point. The last question in each set is worth more than one point. If a question is worth more than one point, this will be stated in the directions to the question.

The Reading section is divided into 2–3 separately timed parts. The tool bar on the computer screen will allow you to see the total number of questions within each part and the number of the item you are answering. There will also be a clock that shows the number of minutes and seconds you have left in each part. You can hide the clock at any time by clicking on the **Hide Time** icon.

When reading a passage, you may see a word or phrase underlined in blue. If you click on the underlined word or phrase, a definition or explanation will appear.

After reading an entire passage, answer the questions that follow. When you want to go on to the next question, click on **Next**. You can also click on **Back** to go back to the previous question. Try to answer all the questions in order. However, within each part you can choose to skip a question and go back to it later. Click on **Review** to see which questions within the Reading part you are in you have already answered. You can go back to questions that you want to reconsider or that you have skipped.

Strategies to Use for Building Reading Fluency

1. Read extensively.
The more you read, the better reader you will become. Read on a variety of topics in order to build your vocabulary. The larger your vocabulary, the less time you will need to spend trying to understand unfamiliar words and the more time you will have to understand the material presented in the text.

2. Read challenging material.
Read material that challenges you. If you always read things that are easy for you, you will not develop your ability to read more difficult material.

3. Read about topics commonly found on the TOEFL test.
The reading passages on the test concern subjects taught in colleges and universities: science, technology, the social sciences, and the humanities. Choose reading material that will give you experience reading about these subjects and help you become familiar with the concepts and vocabulary commonly used in these fields.

4. Read actively.
Think about what you are reading. Ask yourself what the text is about. Ask yourself how the material is organized and how the ideas presented are supported.

5. Increase your formal and academic vocabulary.
Increase your vocabulary by reading extensively and practicing the strategies taught in Vocabulary, pp. 63–69.

Strategies to Use for the Reading Section of the TOEFL iBT Test

1. Read the entire passage first.
The reading passages are too long to fit on one computer screen. Use the scroll bar to move the passage up and down the screen. You must scroll through the entire passage before you can go on to the questions.

The main topic is usually stated at the beginning of the passage. Understanding the main topic and looking for the ideas that support that topic will help you answer questions concerning the organization of the passage. Don't spend time trying to understand every detail. You can return to the passage to search for specific details when you come to those questions.

2. Use context clues to understand the passage.
Even native speakers do not always understand the meaning of all the words used or the implications made in the passages. Instead, they use other words in the passage (context clues) to determine the meaning of unfamiliar words, the organization of the passage, and the supporting details of the text.

3. Read the passage even if you are familiar with the topic.
Sometimes you will come across a passage about a topic you are already familiar with. Read the passage anyway. Never try to answer the questions without reading the passage first. It might contain new information concerning the topic or concepts that are different from your ideas about the topic.

4. Read the question and the information carefully.
The Reading section contains different question types. Read each question carefully and pay attention to any special instructions. Study the four basic question types that you will encounter and the examples of each type on pp. 140–143.

5. Try to answer all the questions following a passage before going on to the next one.
Although the test allows you to return to any question you have already seen, it is best to focus your attention on one passage and its set of questions at a time. Jumping around to questions in different passages requires rereading and refocusing your attention – something that you should try to avoid.

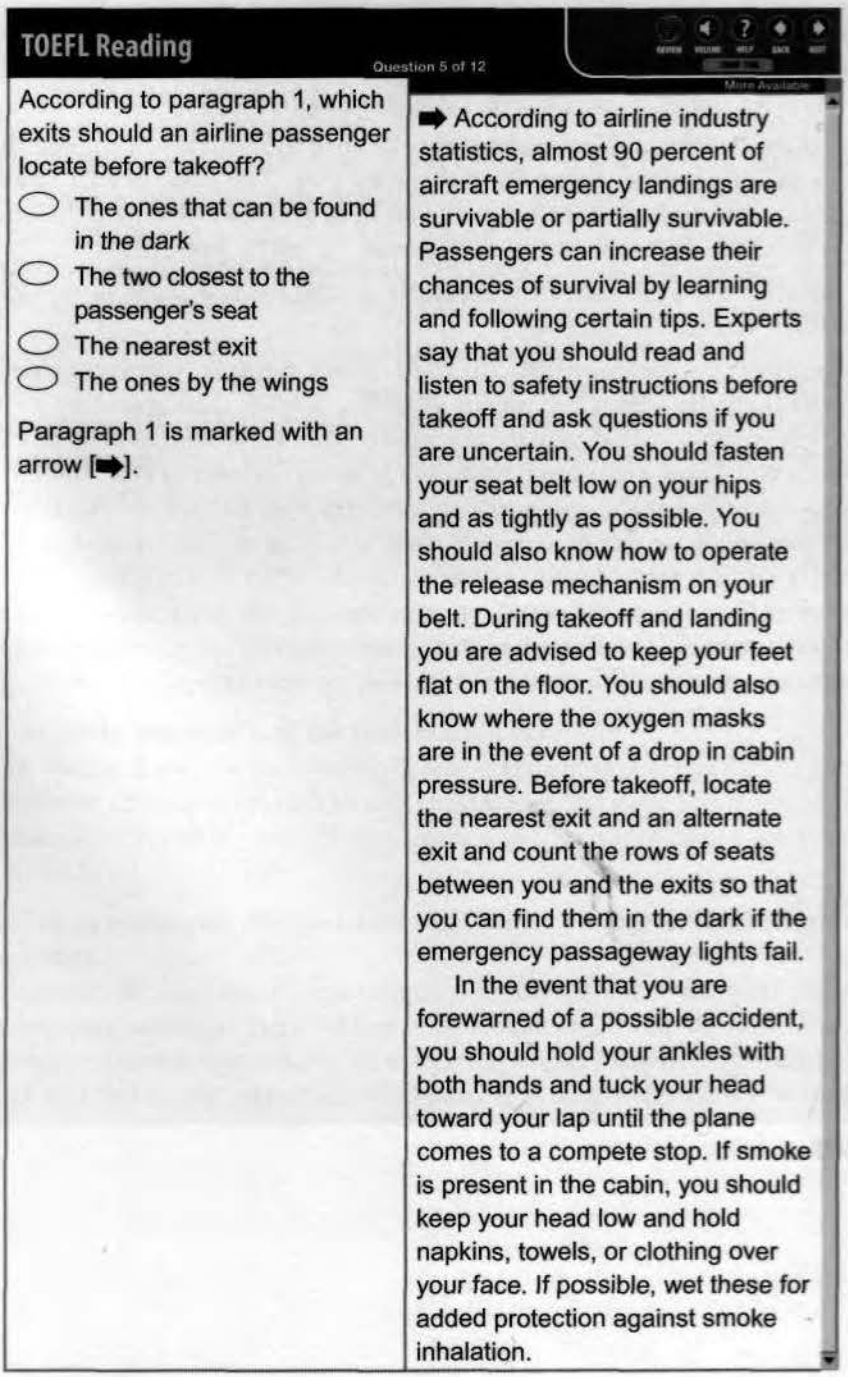
6. Use your time wisely.
The Reading section has a time limit of 60–100 minutes, depending on how many passages appear on your particular test. Pacing yourself in order to make good progress is essential. Check the clock on the screen when you start the Reading section to know how much time you have. The following suggestions will help you use your time wisely:

- Be familiar with the question types and test directions so that you don't have to spend time trying to understand what to do. If you are well prepared for the test, you will be able to click on the **Dismiss Directions** icon the moment the directions appear, giving yourself more time to focus on the question items themselves.
- Pay attention to the number of questions displayed on the computer screen and the amount of time remaining on the clock. Pace yourself according to the number of questions and the time you have left.
- Be familiar with scrolling techniques. Be sure to scroll down to read the entire passage before you go on to the questions. The passage will be available to you if you need to refer to it once you have started answering the questions. Use the **View Text** icon if you need to see the entire passage.
- Be familiar with the use of the **Next, Back,** and **Review** icons to move back and forth among the questions.
- Some questions are more difficult than others, but it is important that you answer them all – even if it means guessing. Rather than spending a lot of time on an answer that you are not sure of, quickly eliminate the answer choices you know are wrong, then decide which answer is best and move on. If you have time at the end of the section, you can go back to questions you were unsure of.

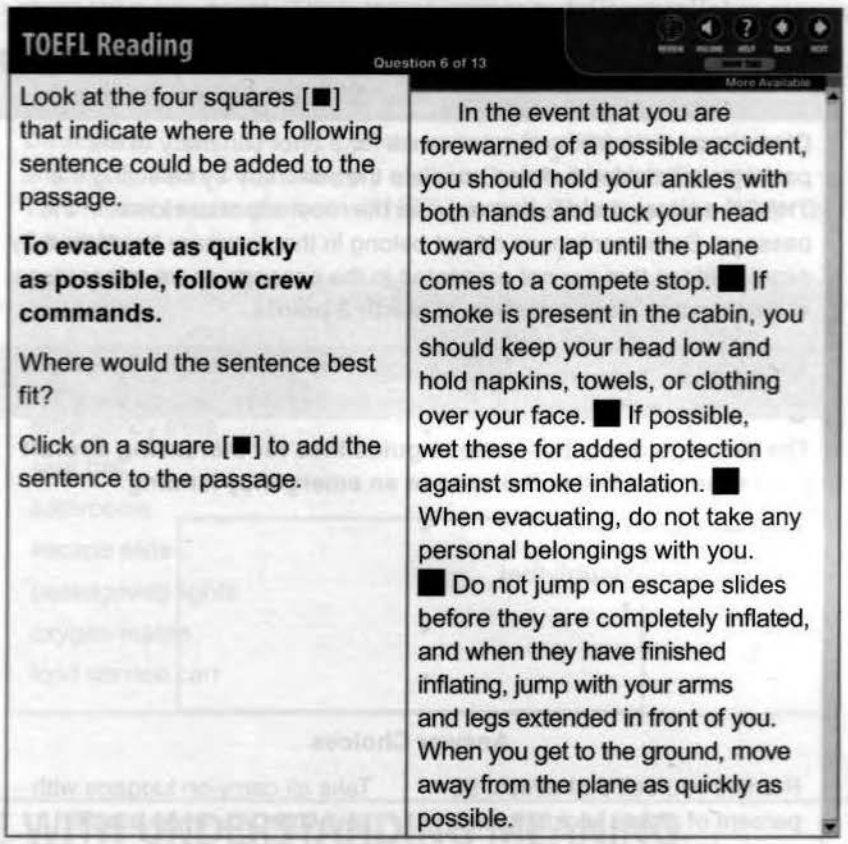
BASIC READING QUESTION TYPES

There are four basic question formats in the TOEFL iBT Reading section. Familiarizing yourself with these formats and becoming skilled at how to answer them will help you navigate more quickly on the day of the test.

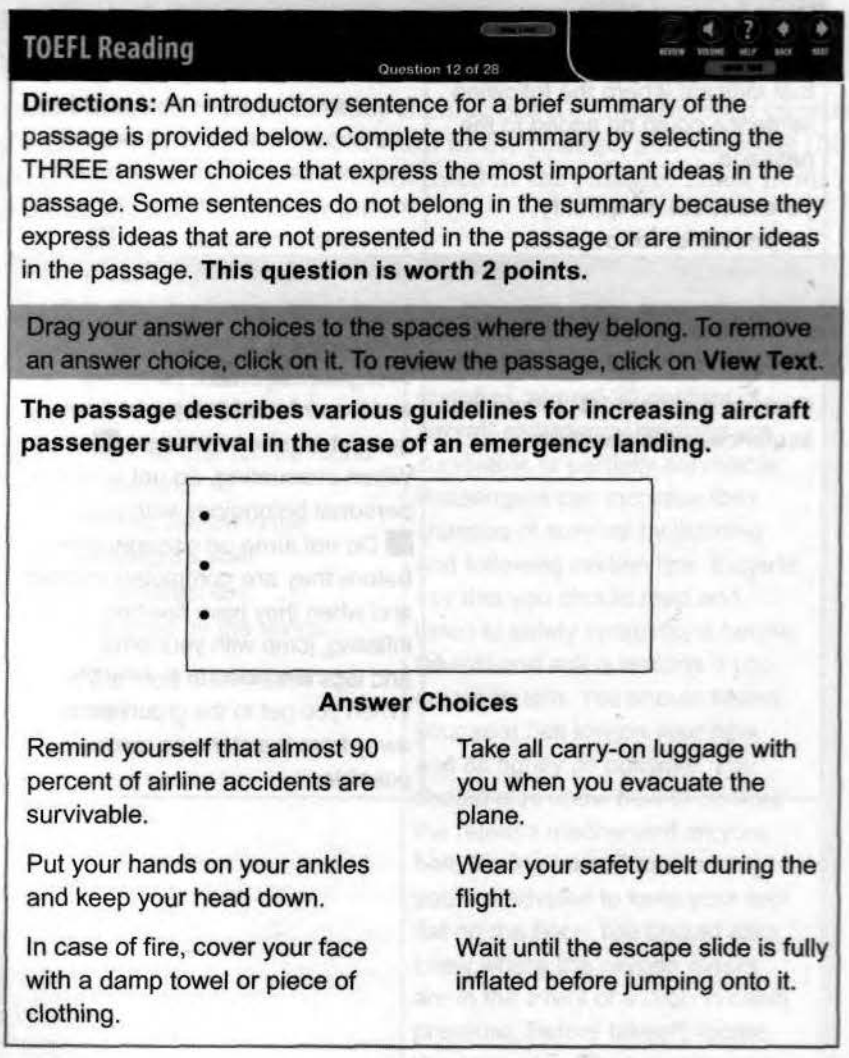
1. Multiple choice with one correct answer This question type consists of a question and four answer choices. They include basic comprehension questions, choosing a synonym for a highlighted word in the passage, and choosing the correct paraphrasing for a sentence highlighted in the passage. These items appear as follows:



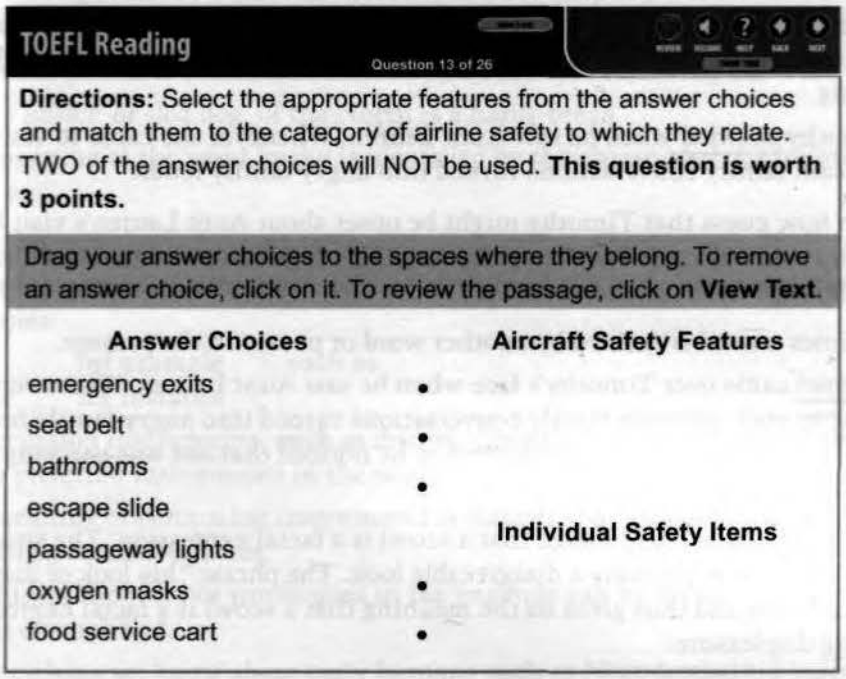
2. Insert a sentence This question type consists of a sentence and four places marked in the text. You are asked to choose where the sentence best fits into the passage. These items appear as follows:



3. Summary This question type contains six answer choices. You are asked to select three of the choices and drag and drop your three choices next to bullets. This question type is worth more than one point. These items appear as follows:



4. Category chart This question type consists of five to seven answer choices and two categories into which you are asked to drag and drop the choices. You may not use all of the answer choices in answering the question. This question type is worth more than one point. These items appear as follows:



PRACTICE WITH UNDERSTANDING MEANING FROM CONTEXT

The Reading section of the TOEFL test includes multiple-choice vocabulary questions that test your understanding of certain words in the reading passages. You will be given a word that is highlighted in the passage and four different words from which to choose the one that is closest in meaning to the highlighted word.

Determining meaning from context

It may be possible to determine the meaning of the highlighted word from the context. For example, consider this sentence:

Timothy scowled when he saw the dent in his new car.

We can guess that Timothy was upset when he noticed a dent in his new car. Although we can't know the exact meaning of *scowl* from the context, we can guess that it is a way of showing displeasure. Since most people show that they are upset by their facial expression or body language, we might guess that a scowl is a physical display of displeasure.

It is not always possible to get a clue to a meaning of a word from the context of the immediate sentence. For example, consider this sentence:

Timothy scowled when he saw Aunt Lauren.

Unless we know how Timothy feels about Aunt Lauren, we cannot guess the meaning of *scowled* in this sentence. However, other sentences in the passage might indicate his opinion of Aunt Lauren, and these could give a clue to the meaning.

Timothy scowled when he saw Aunt Lauren. Whenever she came to visit, pleasant family conversations turned into angry family feuds.

We can now guess that Timothy might be upset about Aunt Lauren's visit because of the way she affects family conversations. His displeasure might be indicated by his facial expression or body posture.

Sometimes a word is defined by another word or phrase in the passage.

A scowl came over Timothy's face when he saw Aunt Lauren. Whenever she came to visit, pleasant family conversations turned into angry family feuds. His look of displeasure deepened when he noticed that she was carrying an overnight bag.

We can guess from this passage that a scowl is a facial expression. The situation indicates that it is probably a disagreeable look. The phrase "his look of displeasure" refers to *scowl* and thus gives us the meaning that a scowl is a facial expression showing displeasure.

Identifying meaning from a given definition

Vocabulary can be defined in a passage in the ways outlined below.

1. the verb *be*

   An object following the verb *be* is frequently used to define the subject.

   A salmon **is** a fish.

   The meaning of *salmon* is identified by the word *fish*.

2. appositives

   A noun or noun group that follows another noun and is set off by commas is called an *appositive*. It defines the noun it follows.

   Mercury, **the silver-colored metal used in thermometers**, is usually in a liquid form.

   The meaning of *mercury* is identified by its appositive: "the silver-colored metal used in thermometers."

   By adding the words *which is/are* or *who is/are*, you can test if a noun is an appositive. If the sentence is still grammatical, the phrase is an appositive.

   Mercury, **which is** the silver-colored metal used in thermometers, is usually in a liquid form.

3. punctuation

   Punctuation marks are sometimes used to set off a word that defines another word. Some punctuation marks you may see used in this way are:

comma ,	brackets [ ]
dash –	single quotation marks ' '
parentheses ( )	double quotation marks " "

Mercury – the silver-colored metal used in thermometers – is usually in a liquid form.

The meaning of *mercury* is identified by the words between the dashes, "the silver-colored metal used in thermometers."

4. the word *or*

A word or phrase is sometimes defined by a synonym following the word *or*.

The husky, **or** sled dog, of the North is a hardy breed.

The meaning of the word *husky* is identified by the phrase *sled dog* following the word *or*.

5. examples

A word or phrase is sometimes defined by examples. These terms often introduce examples:

as	for example	such as
like	for instance	

Percussion instruments, **such as** drums, cymbals, and tambourines, were the preferred instruments in the study.

The meaning of *percussion instruments* is identified by three examples: drums, cymbals, and tambourines.

Sometimes the word or words used in the example can be defined by the word that is exemplified.

Everything we know about early humans **such as** Neanderthals is based on fossilized remains.

The meaning of *Neanderthals* is identified by the phrase "early humans," of which Neanderthal is one example.

6. adjective clauses

Adjective clauses sometimes define words. (See Grammar Review: Noun, Adjective, and Adverb Clauses, p. 89.) They are introduced by these words:

that	where	who
when	which	whom

Airships, **which** are cigar-shaped steerable balloons, can be used for many purposes, such as filming, advertising, and entertainment.

The meaning of *airships* is identified by the adjective clause "which are cigar-shaped steerable balloons."

7. referents

Referents are words that refer back to or forward to other words in the sentence or paragraph. (See Grammar Review: Referents, p. 113.)

The solar-powered batteries in the ERS-1 are expected to function for at least two years, during which time **this satellite** will be able to gather more information than any previous satellite.

The meaning of *ERS-1* is identified by its referent, *this satellite*.

8. contrasts

Sometimes the meaning of a word can be understood because it is in contrast to another word in the sentence. Some words that indicate a contrast are:

but	in contrast	or
despite	in spite of	unlike
however	instead	whereas

The brief scenes in the movie focus on the boy's point of view, **whereas** the longer scenes depict the father's side.

Brief scenes are understood to be short scenes because they are in contrast to the *longer* scenes.

9. other words in the sentence

Other words in a sentence can sometimes give a general meaning of a word but not always a specific definition.

In order to sip the nectar with its long tongue, the bee must dive into the flower and in so doing becomes dusted with the fine pollen grains from the anthers.

We can guess that *nectar* is the substance that bees collect from a flower because the bee must "sip . . . with its long tongue" and "dive into the flower." We can guess that *anther* is a part of the flower because the bee gets "dusted with the fine pollen grains from the anthers" when it dives into the flower.

Improving your ability to understand words in context and increasing your vocabulary in general will help you succeed in the Reading section of the TOEFL test.

Exercises R1–R3

Use Reading Exercises R1–R3 to practice understanding meaning from context.

EXERCISE R1 *Understanding words in context*

This exercise consists of two types of questions. Examples of these two types, including directions, are shown in the boxes below.

Read the sentence and write the definition of the underlined word.

A cutlass is a short, curved sword.

a short, curved sword

You should write *a short, curved sword* as the meaning of *cutlass* because the definition is included in the sentence. The definition follows the verb *be*.

Read the paragraph, and choose the letter of the word or phrase that completes the sentence that follows it.

In law, a nuisance is an act that has no legal justification and that interferes with the safety or comfort of other people. Public nuisances, those that are injurious to the community, may be prosecuted as crimes.

A public nuisance is

(A) a protective law
(B) an injurious act
(C) a legal justification
(D) a safety precaution

You should choose *B* because a *public nuisance* is an act that interferes with the safety of others; that is, an injurious act.

Using *be* to understand meanings

1. Hypoxia is an illness caused by a deficiency of oxygen in the tissues of the body.

_____

2. A porcupine is a large climbing rodent that is covered with sharp spines for defense.

_____

3. The atom is the smallest part of a chemical element that can exist and still have the properties of the element.

_____

4. The Celtic religion centered on the worship of a pantheon of nature deities. Their religious ceremonies included animal sacrifices and various forms of magic. Druids were the priests who led the people in this highly ritualistic worship.

Druids are

(A) deities
(B) ceremonies
(C) sacrifices
(D) priests

5. Waste that has been made useful is said to have been recycled. Empty bottles can be returned and used again. Other things that can be recycled are paper, plastic, and metals. Besides the aesthetic value of recycling, there are many environmental reasons to do so.

Recycled material is

(A) strewn garbage
(B) common waste materials
(C) paper, glass, and coffee
(D) reused waste

6. Both the Rocky Mountains in North America and the Swiss Alps in Europe have high peaks that challenge the most skilled of mountain climbers. As these climbers ascend the steep, rocky crevices, they may come across edelweiss.

Although edelweiss is the Swiss national flower, it is also found in the Rocky Mountains. It grows wild near areas with year-round snow and can be recognized by its small, white, star-shaped blossoms.

Edelweiss is a

(A) crevice
(B) flower
(C) star
(D) peak

Using appositives to understand meanings

7. Pacemakers, small electrical devices that stimulate the heart muscle, have saved many lives.

_____

8. Many residents of Hawaii used to believe that a volcano's flarings were tirades of their goddess, Pele.

_____

9. Studying supernovas, the catastrophic explosions of dying stars, may give answers to questions of modern cosmology.

_____

10. Seventeenth-century attempts to preserve anatomical specimens brought about modern techniques of embalming, the preservation of the body tissue after death by artificial chemical means. The most common agent used today is formaldehyde, which is infused to replace body fluids.

Embalming is

(A) death by a chemical means
(B) the preservation of body tissue
(C) a common agent related to formaldehyde
(D) the replacement of body fluids

11. The grasslands of the world are inhabited by the magnificent and impressive ungulates, the long-legged hoofed mammals, such as bison. The greatest varieties of ungulates are found on the African savanna, where the herds of gazelles and wildebeests in mass movement are a spectacular sight.

Ungulates are

(A) grasslands
(B) herds
(C) African animals
(D) hoofed mammals

12. Samuel Morse spent twelve years perfecting his own version of André Ampère's idea for an electric telegraph. However, this inventor is best known for the Morse code, a system of telegraphic signals composed of dots and dashes. The dot represents a very brief depression of the telegraph key. The dash represents a depression three times as long as the dot. Different combinations of dots and dashes are used to code the alphabet, numerals, and some punctuation.

Morse code is a system of telegraphic

(A) signals
(B) keys
(C) dots
(D) depression

Using punctuation to understand meanings

13. Long barrows – Stone Age burial mounds made of earth or rubble – are widely distributed throughout northern Europe.

_____

14. If you are ectomorphic, "the slender type," you are likely to be good at such sports as track, tennis, and basketball.

_____

15. The occlusal (biting) surfaces of the back teeth tend to be the most frequent sites for dental cavities.

_____

16. At the age of 19, Galileo discovered isochronism – the principle in which each oscillation of a pendulum takes the same time despite changes in amplitude.

Isochronism is

(A) a principle
(B) an oscillation
(C) a pendulum
(D) an amplitude

17. A composer indicates to a musician how a musical passage is to be played through the use of dynamic markings. The symbol for soft is *p*, whereas the one for loud is *f*. The intensity – loudness or softness – depends on the extent or amplitude of the vibrations made by the particular instrument being played.

Intensity is

(A) dynamic markings
(B) the symbol for soft and loud
(C) the extent of the vibrations
(D) loudness or softness

18. Oral history, the use of the tape recorder to capture memories of the past in private interviews, has become increasingly popular among professional historians. Studs Terkel is the best known of America's historians to use this method for recording historical events. He has interviewed people about their experiences during important events such as the Great Depression and World War II.

Oral history is

(A) private interviews
(B) the recording of people's memories
(C) experiences during important events
(D) the history of tape recording

Using *or* to understand meanings

19. Altitude, or the height above sea level, is a factor that determines climate.

_____

20. Osteoblasts, or cells responsible for the formation of new bone, tend to be concentrated on bone surfaces.

_____

21. In seagoing vessels, bulkheads, or internal walls, form watertight compartments and strengthen the overall structure.

_____

22. According to many psychologists, phobias, or irrational fears, represent or are symbolic of repressed anxiety. They are usually persistent, illogical, and intense. The most useful treatment has been behavior-modification therapy.

A phobia is a

(A) psychologist
(B) fear
(C) symbol
(D) treatment

23. Honeybees live in colonies of many thousand members. A typical colony has a queen that lays eggs; fertile males, or drones; and sexually undeveloped females called workers. The workers care for the queen and larvae, gather nectar, make and store honey, and protect the hive.

A drone is

(A) an egg
(B) a male bee
(C) an undeveloped female
(D) a worker

24. The nervous system of an insect is not a simple electrical circuit. When a signal gets to one end of a nerve cell, the cell sprays various molecules out for the next cell to pick up. The central nervous system of grasshoppers, fruit flies, and other insects includes both the brain and a chain of simpler segmental ganglia, or groups of nerve cells.

Ganglia are

(A) nervous systems
(B) electrical circuits
(C) groups of nerve cells
(D) the molecules the cells send out

Using examples to understand meanings

25. Large fish such as groupers and moray eels recognize the wrasse as a friend that will help them.

_____

26. Creatures such as the camel and the penguin are so highly specialized that they can only live in certain areas of the world.

_____

27. The sand absorbs enough moisture to support drought-resistant plants such as mesquite, as well as several species of grasses.

_____

28. Much can be done to halt the process of desertification. For example, an asphalt-like petroleum can be sprayed onto sand dunes, and seeds of trees and shrubs can then be planted. The oil stabilizes the sand and retains moisture, allowing vegetation to become established where the desert had previously taken over.

Desertification is the

(A) spraying of oil onto sand dunes
(B) planting of trees and shrubs
(C) vegetation becoming established
(D) desert taking over a fertile area

29. Of all the electronic devices that engineers have produced, the computer has had the greatest impact on society. At the heart of every computer, there are microchips. Microchips consist of large collections of tiny devices like the diode and transistor, connected on a single piece ("chip") of silicon.

Diodes and transistors are

(A) collections of computers
(B) microelectronic devices
(C) silicon pieces
(D) computer engineers

30. How complicated the preparations for a camping trip are depends on the duration of the trip as well as the isolation of the area in which the camper intends to be. If a camper intends to stay at one of the many commercial campsites, most needs are provided for. However, for outdoor enthusiasts who want to get far from civilization, choosing camping paraphernalia such as tents, sleeping bags, cooking implements, and other supplies should be done with care.

Paraphernalia is

(A) equipment
(B) food supplies
(C) sleeping bags
(D) campsites

Using adjective clauses to understand meanings

31. Recent tests show that silver sulfadiazine, which is a compound used in the treatment of burns, can cure the most serious types of African sleeping sickness.

_____

32. Melody, which is the succession of sounds, takes on new interest when fit into a rhythmic pattern.

_____

33. The *O* at the beginning of many Irish names comes from the Gaelic word *ua*, which means "descended from."

_____

34. The Pueblo Indians are those who dwell in pueblos, a name derived from the Spanish word for *village*. The pueblo is usually built against the face of a cliff and generally consists of connected houses rising in a series of receding terraces. The roof of one house is the yard or patio of the next house. The kiva, where Pueblo Indians hold their secret ceremonies, is entered by an opening in the roof.

A kiva is a

(A) patio
(B) ceremonial room
(C) series of terraces
(D) Pueblo Indian village

35. The coyote resembles a medium-sized dog with a pointed face, thick fur, and a black-tipped, bushy tail. Although its main diet consists of rabbits and other rodents, it is considered dangerous to livestock. Consequently, thousands of coyotes are killed yearly. In recent years, nonlethal techniques, those that do not kill coyotes, have been developed to protect sheep and other livestock while allowing the coyote to remain in the wild.

    Nonlethal techniques are those that

    (A) are dangerous to livestock
    (B) injure thousands of coyotes yearly
    (C) allow livestock to live in the wild
    (D) are not deadly to wild animals

36. The phenomenon of a mirage, which is an atmospheric optical illusion in which an observer sees a nonexistent body of water, can be explained by two facts. First, light rays are bent in passing between media of differing densities. Second, the boundary between two such media acts as a mirror for rays of light coming in at certain angles.

    A mirage is

    (A) an illusion
    (B) a body of water
    (C) a medium acting as a mirror
    (D) the boundary between two media

Using referents to understand meanings

37. An agricultural concern is the growing number of boll weevils. An infestation of these insects is capable of destroying a cotton crop overnight.

    _____

38. The analysis of carbon and nitrogen isotopes can be used to identify the skeletal remains of carnivores. Because they are higher up the food chain, these meat-eating animals have larger proportions of heavy isotopes in their bone remains.

    _____

39. The perfection of the chronometer by John Harrison was a lifesaving development for sailors. This marine timekeeping device allowed accurate computation of longitude during long sea voyages.

    _____

40. Important officials visiting President Theodore Roosevelt were surprised by his menagerie of pets. No previous president had filled the White House with such a variety of animals.

    A menagerie is a varied group of

    (A) officials
    (B) presidents
    (C) animals
    (D) staff members

41. At least 50 different weed species fight off competitors by emitting toxins from their roots, leaves, or seeds. These poisons do their work in a variety of ways, such as inhibiting germination of seeds and destroying photosynthesis abilities.

Toxins are

(A) roots
(B) leaves
(C) seeds
(D) poisons

42. The English longbowmen did not draw their bows but bent them by leaning on them with one arm and the upper part of their body. This method utilized the strength of the body instead of just the arm and gave the archers endurance to use the longbow for extended periods.

A longbowman is

(A) an archer
(B) a bowing technique
(C) a method for utilizing the strength of the body
(D) a way to increase endurance for longer use of the longbow

Using contrasts to understand meanings

43. The bite of a garter snake, unlike that of the deadly cobra, is benign.

_____

44. The bluebonnet, the Texas state flower, thrives in dry, poor soil but struggles in overly wet conditions.

_____

45. In contrast to some fluids like water, which has relatively low resistance to motion, honey is highly viscous.

_____

46. A unified field theory is one in which two forces, seemingly very different from each other, are shown to be basically identical. According to such a theory, unification will take place at various stages as the energy and temperature increase.

Identical is

(A) different
(B) unified
(C) equal
(D) level

47. The campanile is chiefly a medieval form of Italian architecture. Built in connection with a church or town hall, it served as a belfry, watchtower, and sometimes a civil monument. Unlike other bell towers that are attached to buildings, the campanile generally stands as a detached unit.

A campanile is a

(A) church
(B) town hall
(C) tower
(D) unit

48. While the methods used at other learning institutions are based on the theory that children need a teacher, the Montessori method is based on the theory that a child will learn naturally if placed in an environment rich in learning materials. These

materials are suited to children's abilities and interests, and learning takes place as the child plays. Children following this method are autodidactic, and only when a child needs help does the teacher step in.

Autodidactic is

(A) playful
(B) self-taught
(C) able to learn
(D) dependent on teachers

Using other words in the sentence to understand meanings

49. The bright purple gentian grows wild in Colorado and blooms in late summer.

_____

50. While blowing air into the leather bag, a bagpipe player produces melodies by fingering the chanter.

_____

51. Unfortunately, the modified potato plant's hairs kill useful insects, but this problem can be alleviated by controlling the amount of hair.

_____

52. The much larger hull of the multidecked round ship allowed it to carry more supplies, more men, more guns, and more sails, all of which were necessary for long voyages of commerce and discovery.

A hull is a

(A) storage place
(B) deck
(C) kind of sail
(D) type of commerce

53. In the third century BCE, Ctesibius, the Greek engineer and theorist, first exercised his inventive talents by making an adjustable mirror and then creating ingenious toys that could move under their own power.

Inventive is

(A) regional
(B) creative
(C) flexible
(D) effective

54. Vitamin D is called the sunshine vitamin because it is absorbed through bare skin. The body uses it to form strong bones, and therefore, it is essential for growing children. People who are not exposed to the sun can become deficient in vitamin D and may develop the bone disease rickets.

Deficient is

(A) overexposed
(B) infected
(C) lacking
(D) improved

EXERCISE R2 *Choosing the best synonym*

Read each passage. Choose the letter of the word or phrase that best completes each of the sentences that follow it.

The horse has played a little-known but very important role in the field of medicine. Horses were injected with toxins of diseases until their blood built up immunities. Then a serum was made from their blood. Serums to fight both diphtheria and tetanus were developed in this way.

The word "serum" is closest in meaning to

(A) ointment
(B) antitoxin
(C) blood
(D) acid

According to the passage, horses were given toxins to which they became immune. The blood was made into serums, which acted as antitoxins against the toxins of diseases. Therefore, you should choose *B*.

Questions 1–6

The fork, which did not become a standardized item in Europe until the eighteenth century, was almost unheard of in America. With the absence of forks, it can be assumed that colonists used a spoon instead. The knife was probably held in the right hand, generally the preferred hand for manipulating utensils. The spoon would have been held in the left hand with the concave part of the bowl facing downward. In this position, the diner would be more adept at securing a piece of meat against a plate while the cutting took place. Once the meat was cut, the down-turned spoon would not have been suitable for picking up the morsel. Probably the diner would have put the knife down and shifted the spoon to the right hand. This action would bring the spoon into the correct position for scooping up the bite of food.

This practice of shifting utensils back and forth between hands continued when the fork made its way to America and replaced the spoon as the tool to secure the food being cut. The fork kept the food against the plate more adequately, and its curving tines served the same function as the bowl of the spoon. The custom of shifting the fork from the left hand to the right was no longer necessary, but people continued to use the style that they were used to. This American style of handling eating utensils persists to this day.

1. The word "utensils" is closest in meaning to
   (A) gadgets
   (B) cutlery
   (C) hammers
   (D) weapons
2. The word "adept" is closest in meaning to
   (A) cultivated
   (B) agreeable
   (C) cumbersome
   (D) proficient

3. The word "morsel" is closest in meaning to
   - (A) piece
   - (B) meat
   - (C) food
   - (D) spoon
4. The phrase "scooping up" is closest in meaning to
   - (A) packing up
   - (B) hoisting up
   - (C) messing up
   - (D) picking up
5. The word "tines" is closest in meaning to
   - (A) handles
   - (B) blades
   - (C) prongs
   - (D) bowls
6. The word "persists" is closest in meaning to
   - (A) continues
   - (B) operates
   - (C) traces
   - (D) impresses

Questions 7–12

When Jessye Norman's parents were knocking on the wall of their young daughter's room as a signal for her to stop singing and to go to sleep, little did they dream that this small child who seemed to have been born singing would grow up to be an internationally renowned opera singer.

It is not surprising that Jessye loved to sing. Music was an integral part of her family's lifestyle. Although Jessye remembers her mother singing spirituals, it was her grandmother who was always singing. Every hour of her day and every mood was highlighted with a song that fit the occasion. As Jessye was growing up, her piano-playing mother and trumpet- and trombone-playing brothers accompanied her when the family was called upon to provide special music for church services, parent-teacher meetings, and ribbon-cutting ceremonies.

During her childhood, Jessye knew only three operatic songs: one that she learned from a recording and two others – the only opera scores she could find at the local music store. Although singing was in her blood, it was not until she attended Howard University that Jessye Norman took her first voice lesson with Carolyn Grant, who recognized her talent and knew how to channel it. It was almost immediately after leaving the university in 1968, on her first visit to Europe, that Jessye won the singing prize in the International Music Competition of German Radio. The following year, she was invited to go to Berlin to perform at the Deutsche Opera. Since that time, Jessye Norman has become a world superstar whose singular voice reaches audiences all over the world.

7. The word "renowned" is closest in meaning to
   - (A) infamous
   - (B) celebrated
   - (C) notorious
   - (D) precocious

8. The word "integral" is closest in meaning to
   (A) demanding
   (B) persistent
   (C) essential
   (D) intuitive

9. The word "highlighted" is closest in meaning to
   (A) emphasized
   (B) contradicted
   (C) conveyed
   (D) belittled

10. The word "scores" is closest in meaning to
   (A) points
   (B) experts
   (C) voice lessons
   (D) sheet music

11. The word "channel" is closest in meaning to
   (A) station
   (B) irrigate
   (C) exploit
   (D) direct

12. The word "singular" is closest in meaning to
   (A) flattering
   (B) exceptional
   (C) fluctuating
   (D) different

Questions 13–18

Many laws that were passed in the various states of the United States over the years are now out of date or seem ludicrous. For example, the laws in one state make it illegal for women to expose their ankles and for men to go without their guns. Obviously, these laws are broken daily. With current trends in fashion, every woman who walks down the street or goes to a beach or public swimming pool is committing a crime. While it was once considered of utmost importance that a man be armed and ready for action on the frontier, it is hardly necessary for a man to tote guns to work today. However, a man without a gun is also technically breaking the law.

On the other hand, other laws aren't ever likely to be broken. For example, another law makes it illegal to tether one's horse to the fence surrounding the capitol building. It is hard to imagine anyone riding a horse into the city and leaving it tied outside of the capitol building today. One would have to go to great lengths in order to break this law.

These outdated laws remain on the record because the time needed for state legislatures to debate the issues and make changes in the existing laws would keep the members from attending to more important current and relevant issues. It would be hard to calculate the cost to the taxpayers for these laws to be purged or updated. Consequently, it is likely that these laws will remain on the books.

13. The word "ludicrous" is closest in meaning to
   (A) insipid
   (B) demeaning
   (C) ridiculous
   (D) incomprehensible

14. The word "expose" is closest in meaning to
   (A) sprain
   (B) conceal
   (C) decorate
   (D) display

15. The word "tether" is closest in meaning to
   (A) gallop
   (B) fasten
   (C) saddle
   (D) conduct

16. The word "debate" is closest in meaning to
   (A) challenge
   (B) contemplate
   (C) discuss
   (D) overturn

17. The word "relevant" is closest in meaning to
   (A) pertinent
   (B) fashionable
   (C) extraneous
   (D) inadequate

18. The word "purged" is closest in meaning to
   (A) eliminated
   (B) restored
   (C) remedied
   (D) amended

EXERCISE R3 *Understanding the author's meaning*

Read each passage. Choose the letter of the word or phrase that best completes the sentence that follows it.

Although originally formed to prevent illegal trade in whiskey, the Royal Canadian Mounted Police, or "Mounties" as they are informally called, now enforce all federal laws throughout Canada. Their diverse duties also include participating in peacekeeping efforts and supplying expertise in areas like forensics to Canadian and international police forces. About 1,000 members of the force are assigned exclusively to the task of controlling the spread of illicit drugs.

In stating that "1,000 members of the force are assigned exclusively to the task of controlling the spread of illicit drugs," the author means that these members

(A) deal only with work involving drug control
(B) are excluded from the task force assigned to drug control
(C) work with those who are assigned to the task of drug control
(D) are assigned all law enforcement tasks excluding that of drug control

You would choose *A* because the word *exclusively* means *without exception*. The members' only task is that of controlling the spread of illicit drugs.

1. Astronomers have recently gained new knowledge of the behavior of galaxies. It has been discovered that spiral galaxies sometimes collide with each other. The huge forces created in such a cosmic event can tug long trails of stars and create new ones from compressed gases. After repeated collisions, galaxies may eventually merge, forming a single elliptical shape. Our own galaxy, the Milky Way, is on a collision course with the nearby Andromeda Galaxy. Hundreds of millions of years from now, these two star systems may combine to form one giant configuration.

   In stating that "the Milky Way is on a collision course," the author means that

   (A) the Milky Way is going to crash into our own galaxy
   (B) the Milky Way is heading toward the Andromeda Galaxy
   (C) the Milky Way is the result of an impact that created one giant configuration
   (D) the Milky Way will crash into two star systems in hundreds of millions of years

2. As long ago as the thirteenth century, Roger Bacon, the celebrated philosopher and Franciscan friar, postulated that humankind could fly with the aid of a large ball constructed of thin copper filled with air. Throughout the centuries, other scientific dreamers hypothesized the construction of a variety of flying devices. Leonardo da Vinci, in particular, studied aspects of flight and made sketches for flying machines. It was not until 1783 that the first people, Pilâtre de Rozier and the Marquis d'Arlandes, successfully took off from the ground, in a balloon designed by the Montgolfier brothers.

   In stating that "Roger Bacon . . . postulated that humankind could fly," the author means that Roger Bacon

   (A) witnessed human flight
   (B) wanted to show how humans could fly
   (C) knew why it was important that humans fly
   (D) thought that human flight was possible

3. Christmas Island, discovered by Captain James Cook on Christmas Eve in 1777, was once populated by a wide variety of bird species. In recent years, at least 18 species of birds – a total of 17 million birds – have been observed to leave or to perish on the island. It is suspected that the cause of the disappearance may be related to a cyclical weather phenomenon in the Pacific that alters winds, salinity, and ocean currents. These variously repeating conditions have resulted in higher water temperatures, which may have caused the fish and squid that the birds live on to die.

   In stating that "the cause of the disappearance may be related to a cyclical weather phenomenon," the author means that the cause is related to

   (A) hurricanes and cyclones
   (B) recurring climatic conditions
   (C) a succession of environmental patterns
   (D) a combination of wind, salt, and ocean currents

4. The historic centers of the American sister cities Savannah, Georgia, and Charleston, South Carolina, have fortunately been saved from demolition or neglect and now attract tourists eager to view the gracious old houses. Of particular interest for the visitor is the exquisite decorative ironwork found throughout the older parts of both cities, especially on porch and stair railings and banisters. Both wrought and cast iron became popular there in the early 1800s, since fire was a constant threat and iron would not burn. Pig iron, which was used as ballast in ships coming from Europe to pick up cargoes of cotton, was bought cheaply, and a local industry producing beautiful ironwork developed.

   In stating that "the historic centers of the American sister cities . . . have fortunately been saved from demolition," the author means that the city centers have

   (A) been kept intact
   (B) remained neglected
   (C) been elegantly restored
   (D) saved the tourist industry

Reading Mini-test 1

Check your progress in understanding meaning from context (Exercises R1–R3) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1–4

The incorporation of broken-down scrap tires into asphalt to produce a blend suitable for the construction of road surfaces is becoming widespread. The resulting material, asphalt-rubber, has several advantages over customary road-building materials. It can be applied in a reduced thickness, and this means that less material has to be mined and transported to the road site. Furthermore, roads constructed with this material require less maintenance than more conventional roads. Another benefit is the abatement of traffic noise, a serious issue in urban areas. Perhaps most important, the reduction and possible eventual elimination of waste tires with all their attendant environmental problems may one day become a reality.

1. The word "scrap" is closest in meaning to
   (A) waste
   (B) outdated
   (C) rough
   (D) broken

2. The word "customary" is closest in meaning to
   (A) special
   (B) unusual
   (C) regular
   (D) suitable

3. In stating "Another benefit is the abatement of traffic noise," the author means that the traffic noise has
   (A) subsided
   (B) become beneficial
   (C) become a serious issue
   (D) benefited from the construction

4. The word "elimination" is closest in meaning to
   (A) revision
   (B) fulfillment
   (C) reduction
   (D) eradication

Questions 5–8

Emily Dickinson published only a handful of poems during her lifetime, and she was so secretive about her writing that even her own family was not aware of her literary activities. Emily never married, and after the age of 30 she became increasingly reclusive, rarely venturing out of her family home in Amherst, Massachusetts. She did, however, take a keen interest in contemporary culture and science and was a lively and prolific correspondent.

Her poetry was also abundant, and it was much concerned with the themes of religious conflict, nature, love, and death. Technically her poems show innovative use of rhyme and rhythm and exhibit intense emotion clearly and concisely expressed. After her death in 1886, her sister, Lavinia, discovered her entire unpublished output, over 1,700 poems in all, concealed in drawers. Four years after Emily's death, a selection of these was published, and since then her reputation has grown immensely. Her poetry is now acclaimed throughout the world.

5. The word "reclusive" is closest in meaning to
   (A) solitary
   (B) distinct
   (C) hostile
   (D) lonely

6. In stating that Emily Dickinson was a "prolific correspondent," the author means that
   - (A) her letters were profound
   - (B) her letters were entertaining
   - (C) she held many serious discussions
   - (D) she communicated a lot through letters

7. The word "intense" is closest in meaning to
   - (A) focused
   - (B) inhibited
   - (C) weird
   - (D) strong

8. The word "concisely" is closest in meaning to
   - (A) accurately
   - (B) cryptically
   - (C) movingly
   - (D) succinctly

Questions 9–12

In the last couple of decades, marine researchers have observed that epidemic diseases are attacking a variety of sea creatures. Some of them are affecting rare species that are already at risk of extinction. For example, in the 1980s a mysterious epidemic struck a species of sea urchin in the Caribbean, wiping out over 90 percent of the population. Later in the same decade, harbor seals in the Baltic and North Seas succumbed to an unidentified affliction. The green sea turtle has expired in large numbers as a result of developing tumors, known as fibropapillomas, which eventually cover the creature and prevent it from seeing or eating.

Coral reefs and the species that inhabit them have also witnessed an explosion of new diseases. Most of these reported diseases are infections that have appeared recently or are increasing in incidence or geographic range. Some scientists infer that human activity is responsible for spreading these afflictions. Perhaps industrial pollution is weakening the immune systems of marine populations and making them more susceptible to pathogens.

9. The word "affliction" is closest in meaning to
   - (A) situation
   - (B) toxin
   - (C) disease
   - (D) seizure

10. In stating "The green sea turtle has expired in large numbers," the author means that the sea turtles have
    - (A) died from an illness
    - (B) declined in numbers
    - (C) quit coming to the Caribbean
    - (D) become extinct in the Baltic and North Seas

11. The word "incidence" is closest in meaning to
   (A) rate of occurrence
   (B) degree of circumstance
   (C) degree of severity
   (D) rate of exposure

12. The word "susceptible" is closest in meaning to
   (A) attractive
   (B) heedful
   (C) perilous
   (D) vulnerable

Questions 13–16

Psychologists have found that privately made resolutions are rarely followed, whereas a public commitment to achieve some goal, such as losing weight or giving up smoking, is likely to be much more effective. This is because the approval of others for reaching one's target is valued. In contrast, disapproval for failure can lead to feelings of shame.

Advertising agencies have designed studies bearing out the truth of this observation. In their research, a group of strangers was bombarded with information about the qualities of a particular product. They were then asked to either announce out loud or write down privately whether they intended to buy the product. It was later discovered that those who publicly declared their intention to buy were considerably more likely to do so than those who affirmed their intentions in private.

In another study, an experimenter claiming to represent a local utility company interviewed homeowners, telling them he was investigating ways in which energy consumption could be reduced. Half the subjects, randomly selected, were told that if they agreed to conserve energy, their names would be mentioned in an article published in the local newspaper; the remaining half were told their names would not be used. All those interviewed agreed to cooperate and signed a form either giving consent for their names to be used or stating that their names would not be used. Later in the year, the amount of gas consumed in each house was recorded. The owners who had agreed to their names being published had used significantly less gas than those who remained anonymous.

13. The word "resolutions" is closest in meaning to
   (A) declarations
   (B) explanations
   (C) speculations
   (D) persuasions

14. The word "bombarded" is closest in meaning to
   (A) bombed
   (B) attacked
   (C) saturated
   (D) hampered

15. In stating "an experimenter claiming to represent a local utility company interviewed homeowners," the author means that the experimenter who interviewed the homeowners was
    - (A) committing fraud
    - (B) working for a state utility company
    - (C) hiding his identity from the people in the study
    - (D) representing a claimant in a law case against the utility company

16. The word "consent" is closest in meaning to
    - (A) permission
    - (B) submission
    - (C) justification
    - (D) consideration

PRACTICE WITH UNDERSTANDING THE CONNECTION OF IDEAS

Recognizing and understanding how sentences and ideas are linked throughout a passage will help your comprehension of the passage. Your ability to follow the flow and organization of a passage depends upon your ability to understand how the major points, facts, and details are arranged in support of the main idea. The skills you will need in order to make these connections are outlined below.

Understanding referents

Instead of repeating the same words over and over, writers use pronouns and short phrases to refer to these words. These pronouns and short phrases are called *referents*. They may refer back to a previously used word, phrase, or idea. They can also be used to anticipate a word, phrase, or idea that follows. Read the following example:

> Instead of picking the children up on his way to the supermarket, Tom waited until he was on his way home to get them.

In this sentence, *them* refers to *the children* and *he* refers to *Tom*. *Them* and *he* are referents.

Improving your understanding of referents will help you to follow the flow of ideas in reading passages, to answer specific referent questions, and to answer many other questions on the TOEFL test.

(For more information on and practice with referents, see Grammar Review: Referents, p. 113; Practice with Understanding Connections, p. 257; Practice with Cohesion, p. 317; and Practice with Cohesion, p. 379.)

Understanding transitional expressions

Recognizing and understanding transitional expressions will help you follow the flow and organization of ideas in the reading passages on the test. (For more

information on and practice with transition words and phrases, see Grammar Review: Connecting Ideas, p. 116; Practice with Understanding Connections, p. 257; Practice with Cohesion, p. 317; and Practice with Cohesion, p. 379.)

Becoming familiar with the following list of transition words and phrases will help you follow the flow of ideas in a passage. Recognizing these words will help you recognize the organization and purpose of a passage more clearly and quickly.

Words that:	
qualify	but, however, although, yet, except for
emphasize	surely, certainly, indeed, above all, most importantly
illustrate	for example, next, for instance, thus, such, such as
contrast	unlike, in contrast, whereas, on the other hand, instead
concede	although, yet, nevertheless, of course, after all
conclude	finally, in conclusion, at last, in summary, to sum up
add	in addition, also, moreover, then, first, second (etc.)
compare	similarly, like, in the same way, both, equally important
explain	now, in addition, furthermore, in fact, in this case, at this point
state a consequence	therefore, as a result, consequently, accordingly, otherwise

Understanding the organization of ideas

One of the question types that you will encounter on the TOEFL test requires you to insert a sentence in the correct place in a passage. Referents, connecting words, and surrounding words can help you identify where the sentence fits best. The sentence can be one of the following three types:

1. A general sentence that introduces the topic A well-written passage has a main idea, called the *topic*. The topic is what the passage is about. The topic of the passage is usually stated in the first sentence, although other positions are also possible. The sentence that states the topic is called the *topic sentence*.

If the sentence to be inserted is the topic sentence, it will introduce the general topic of the passage and it will contain words that relate to words in the first sentence of the passage. Read the passage below and the sentence to be inserted.

> **A** The Korean Warrior kite is usually constructed of four or five spars tied together in the center. **B** The spars form a sturdy frame for a rectangular cover whose center is pierced by a circular hole several inches in diameter. **C** The surface of the cover is often decorated with stripes and designs reminiscent of the sun. **D** This kite is especially suited for flying in strong winds.
>
> **Kite design varies around the world.**

This sentence describes a general topic and would precede the sentence introducing the specific topic – the design of the Korean Warrior kite. The sentence would logically be the first sentence in the passage and would be inserted at *A*.

2. A sentence that gives details of a supporting idea within the passage If the sentence to be inserted gives details of a supporting idea, it will probably contain transitions or connecting words. Additionally, it will often contain a word or phrase that refers to the supporting idea. Read the passage below and the sentence to be inserted.

Cheese is made from the curd of milk. [A] Although there are literally thousands of varieties, which differ according to the method of preparation and quality of milk, they can be divided into three main classes. [B] Soft cheeses are those with rinds and very soft, creamy centers. Of these, Brie and Camembert are perhaps the most famous. [C] Blue-veined cheeses have been injected with a penicillin mold, which creates the characteristic blue veins. [D] Pressed cheeses are those placed in a mold and firmly pressed. There are uncooked pressed cheeses, such as Cheddar, and cooked pressed cheeses, such as Gruyère.

Roquefort, for example, is a well-known blue-veined cheese from France.

This passage is about the three main classes of cheese. Roquefort is "a well-known blue-veined cheese," the second class of cheese that is discussed. The connecting words *for example,* along with the phrase "blue-veined cheese," link this sentence to the sentence that explains blue-veined cheeses. The sentence would logically be inserted at *D.*

3. A sentence that ends the paragraph A sentence that is meant to be inserted at the end of a paragraph will either be a detail of the final supporting idea of the passage or will summarize the ideas in the passage. Referents and/or transitions and connecting words will refer to the previous sentence. Read the passage below and the sentence to be inserted.

[A] In areas of extreme conditions, people have found functional ways to use limited resources. [B] A case in point is the desert dwellers who, for thousands of years, have sheltered themselves in extremely functional buildings. [C] These buildings are constructed of one of the most readily available, dependable, and inexpensive materials we know of on earth: mud, the ideal insulator. [D]

This material absorbs heat during the day and slowly releases it at night.

The phrase "this material" refers back to "mud, the ideal insulator." The rest of the sentence describes mud's ideal insulating properties. The sentence would logically be inserted at *D.*

Improving your ability to recognize and use all the clues given through referents, transitions/connectors, and surrounding words will help you identify where a given sentence should be inserted in the passage items on the TOEFL test.

Exercises R4–R8 Use Exercises R4–R8 to build your skills in understanding the connection of ideas in reading passages.

EXERCISE R4 *Locating referents within sentences*

Read the sentence. Find the referent for each underlined word or words, and write it in the space.

> Under the ice, bubbles gather against the ice roof until they overflow and escape through the tide cracks.
>
> they *bubbles*
>
> You should write *bubbles* because *they* (plural) agrees with *bubbles,* and bubbles can overflow and escape.

1. Arctic people must not only defend themselves from the environment and wild animals, but they must also protect these natural resources.

   themselves _____

   they _____

   these natural resources _____

2. Amnesty International consists of over 900 groups of individuals who work for the release of political prisoners incarcerated for their beliefs.

   who _____

   their _____

3. In 1863, when a Hungarian count recognized the potential of Californian soil and sun for growing wine grapes, he planted the first European variety there near the town of Sonoma.

   when _____

   he _____

   the first European variety _____

   there _____

4. The first complete American dictionary of the English language was compiled in 1828 by the lawyer and lexicographer Noah Webster, who was particularly eager to show at this time that the English spoken in America was distinct from that spoken in Britain.

   the lawyer and lexicographer _____

   who _____

   at this time _____

   that _____

EXERCISE R5 *Locating referents within a passage*

Read the passage. Choose the letter of the word or phrase that best completes the sentence that follows it.

> Differences in the way men and women process language is of special interest to brain researchers. It has been known that aphasia – a kind of speech disorder – is more common in men than in women when the left side of the brain is damaged in an accident or after a stroke. However, women are more likely than men to suffer aphasia when the front part of the brain is damaged. This clearly indicates that the brains of men and women are organized differently in the way they process speech.
>
> The word "they" in the passage refers to
>
> (A) men
> (B) women
> (C) brains
> (D) researchers
>
> You should choose *C* because *they* (plural) agrees with *brains*, and brains can process speech.

1. One of the most potentially explosive international problems is that of mass tourism. Of the more than six billion people in the world, an increasing number of them are determined to travel. Annually a vast number of travel-hungry tourists traipse around the globe, and thousands of perfect beaches, quaint villages, historic cities, and regions of exquisite natural beauty have become victims of developers' building schemes. Attempts to accommodate these people have led to the destruction of the very attractions that they have come to enjoy and have made daily living almost impossible for the local residents.

   The phrase "these people" in the passage refers to

   (A) people in the world
   (B) *tourists*
   (C) developers
   (D) residents

2. Traditionally, America's fast-food companies have hired teenagers. While teenagers provide cheap labor, they are sometimes unreliable. Consequently, fast-food companies often use another source of cheap labor – the elderly. Older people are less likely to skip a day of work or quit without giving notice, but because they have not been brought up with computers, they view the high-tech fast-food counter with terror. Training centers have opened in order to teach "mature workers" how to operate computerized cash registers, timed deep-fat fryers, and automatic drink-dispenser software. These students are put into classrooms with their peers and, since mental arithmetic is a thing of the past, are taught how to use a calculator.

   The phrase "These students" in the passage refers to

   (A) teenagers
   (B) fast-food employers
   (C) the elderly
   (D) peers

3. The Bettmann Archive is a picture library that was founded in the 1930s by German immigrant Otto Bettmann. He arrived in New York City with two suitcases of photographs and opened a picture library, which he built into the biggest commercial operation of its kind in the world. Among the millions of photographs the archive contains are some of the most memorable images of the twentieth century: Marilyn Monroe standing by a street grate ventilating her skirt, Einstein sticking out his tongue, and the Hindenburg exploding into flames. According to Bettmann, the archive's success was due to his unique filing system which he designed to suit journalistic needs. For example, the Mona Lisa was not filed under "Paintings" or "Leonardo da Vinci"; it was filed under "Smiling."

   The word "some" in the passage refers to

   (A) suitcases of photographs
   (B) picture libraries
   (C) commercial operations
   (D) archive photographs

EXERCISE R6 *Locating multiple referents within a passage*

Read the passage. Then draw a line from each highlighted word to its referent.

> People often assume that athletes are healthier and more attuned to their overall well-being than nonathletes. However, two researchers recently conducted a survey of college students. They reported that athletes are more likely than those who aren't into sports to engage in behaviors that put their health at risk.

1. Scientists used to believe that animals scream to startle predators into loosening their grip or to warn their kin. However, now some researchers have concluded that the piercing, far-reaching cries of animals may have another function. Recent studies indicate that these screams may have evolved to attract other predators, which will give the prey a chance to escape during the ensuing struggle between predators.

2. When cartoonists take on the task of drawing real people, they do so by making a caricature. These kinds of cartoon drawings are frequently used to satirize well-known people. Most famous people have several particular characteristics that distinguish them, such as facial features, body posture, or gestures, which are familiar to the general public. Cartoonists can cleverly exaggerate them to the point of ridiculousness.

3. Satellites routinely relay pictures of desert areas. From these pictures, it can be determined where locusts are likely to breed. With information on the locusts' breeding areas, agriculture officials can use pesticides to kill these insects before they become a menace. If not eradicated, a single swarm can devour 80,000 tons of corn a day – sustenance for half a million people for one year.

EXERCISE R7 *Understanding transition words*

Complete the sentences by choosing the letter of the phrase or clause that would most likely follow the underlined transition words.

> Although potatoes are richer in food value than any other vegetable, they are not always a wise choice for a garden crop because they need a considerable amount of space to grow. Consequently,
>
> (A) they are the most common vegetable in a garden
> (B) people don't eat potatoes very much
> (C) they can be more economically grown on farms
> (D) farmers overcharge for their potatoes
>
> You should choose *C* because *consequently* introduces a consequence of a previously stated fact. If potatoes are not a wise choice for a garden because of the amount of space they need, they could be grown on a farm more economically, since a farm has more space than a garden.

1. Glass was precious to Egyptians, who used it interchangeably with gemstones, but
   (A) it is over 4,000 years old
   (B) its novelty as an artist's material prevents its being taken seriously
   (C) today it has come out of factories and into the workshops
   (D) today it is so commonplace that it is seldom given a second thought
2. Glimpses into the prenatal world via ultrasound imaging occasionally show behavior such as
   (A) the development of the central nervous system
   (B) the sex of the baby-to-be
   (C) a fetus sucking its thumb
   (D) structures as small as the pupil of an eye of a second-trimester fetus
3. Although the animals and plants that live in the world's various deserts come from different ancestral stocks,
   (A) they have solved their problems of survival differently
   (B) none of them have adapted to the jungles
   (C) they are from different deserts
   (D) they resemble one another to a surprising degree
4. Children dress up in witches' hats or ghost costumes to play pranks when celebrating the fun October holiday of Halloween. In contrast,
   (A) Thanksgiving is a traditional holiday
   (B) Thanksgiving is always celebrated on the fourth Thursday of November
   (C) families dress more formally and set elegant tables for the more serious occasion of Thanksgiving
   (D) children enjoy Thanksgiving
5. Everything from chairs and fishing poles to rope and paper can be made from bamboo. Equally important,
   (A) this giant grass grows in warm climates
   (B) fresh spring bamboo shoots take longer to cook than winter ones
   (C) a variety of foods can be made from this giant grass
   (D) preserved bamboo shoots can be used in soups instead of fresh ones

6. Earth satellites transmit telephone and television signals, relay information about weather patterns, and enable scientists to study the atmosphere. This information has helped people communicate ideas and expand their knowledge. In conclusion,
   (A) satellites have enriched the lives of humankind
   (B) satellites are expensive to send into space and sometimes are difficult to maintain
   (C) a dish antenna can pick up 300 TV channels from satellites
   (D) satellites are placed in an orbital region around Earth called the geostationary belt

7. In the 1940s, when today's astronauts hadn't even been born, comic-strip detective Dick Tracy fought crime in an atomic-powered space vehicle. In addition to that,
   (A) many of today's astronauts have used a kind of atomic-powered space vehicle
   (B) he used lasers to process gold and a two-way wrist TV for communication
   (C) "Dick Tracy" was a very popular comic strip in the United States
   (D) astronauts used lasers to process gold and communicated on long-distance flights using two-way wrist TVs

8. According to dental researchers, a vaccine that could significantly reduce the number of microorganisms thought to cause cavities will soon be ready for human trials. Consequently,
   (A) cavity prevention programs may soon be eliminated
   (B) immunization of test animals will no longer be necessary
   (C) children will be able to consume more sugary foods and drinks
   (D) long-term protection against tooth decay could soon be available on the market

9. Medical researchers have recently developed a nonsurgical method of treating heart disease that, in some cases,
   (A) is just as effective as coronary bypass surgery but is much less expensive and disabling
   (B) can replace a clogged artery by the transplantation of a vein or artery from another part of the body
   (C) continues to be underused because coronary bypass operations are lucrative for hospitals and surgeons
   (D) requires opening up the chest and operating under local anesthesia

10. Neurons, which cannot divide, are the basic cells of the brain. Glial cells, which can increase in number, provide support and nourishment to the neurons. It was hypothesized that if Einstein's brain had been more active, more glial cells would be found there. Indeed,
    (A) scientists found that the physicist's brain contained more glial cells per neuron than the brains of eleven normal males
    (B) scientists' previous work had shown that animals put in environments that stimulate mental activity develop more glial cells per neuron
    (C) scientists examined sections of the upper front and lower rear of both hemispheres because these areas are involved in "higher" thinking
    (D) scientists found that even though there was evidence he had greater intellectual processing, it cannot be determined whether Einstein was born with this or developed it later

EXERCISE R8 *Inserting sentences*

For each passage, choose the letter of the square where the **bold** sentence would best fit.

For more than 2,000 years, nomads of Central Asia and the Far East have lived in portable, circular dwellings called *yurts*. A These structures are highly durable and use resources very efficiently. B They typically have a low profile and circular shape. C This allows the wind to slip around and over them so they can withstand very high winds. The basic shape is formed from wooden poles crisscrossed to form a circular lattice frame in which a wooden door is set. D The outside covering is made of fabric that is supplemented with animal skins during cold weather.

Roof poles are made from wooden beams that are tied at the lower end to the lattice and are secured to a central roof ring.

The sentence to be added gives details on how the basic shape is made. It would follow the sentence describing the basic shape and precede the sentence that describes the covering of the basic shape. The sentence would logically be inserted at *D*.

1. A Pragmatism is essentially an American school of thought that has had few supporters elsewhere. B One of the first pragmatists, William James, wrote that it was impossible to discover the real world outside our senses and therefore we must concern ourselves primarily with human experience. C Because the world would be a worse place without a belief in human responsibility, morals, and free will, it was necessary, he considered, to believe in these concepts. D Another pragmatist, John Dewey, held that since truth is an instrument for solving problems, it must change as the problems it confronts change.

   Pragmatists believe that the test of any belief should be its practical consequences and that the truth of a proposition should be judged on how well it corresponds with experimental results.

2. In the early years of the twentieth century, the American art scene was dominated by painters who had established their reputations in the previous century. A At this time, there was a general intolerance both by critics and by the public of any deviation from the kind of work championed by academic institutions. B Acceptable art generally employed detailed realistic technique and focused on subject matter of historical or mythological scenes or sentimental landscapes. C In 1908 a group of artists organized an exhibition in a New York gallery that constituted a revolt against these current orthodoxies. D Their unconventional work often depicted the seamy side of urban life in settings such as backyards, saloons, dance halls, and theaters. Surprisingly, the show was a success, and for a time these artists enjoyed widespread popularity.

   The artists, who came to be called "the Eight" and were later dubbed the "Ashcan School," used vigorous brush strokes and dramatic lighting.

3. Seeds are dispersed to new sites by various means. Many, such as dandelion or thistle seeds, have fine tufts that allow them to be scattered by the action of the wind. A Some seeds such as the coconut can float and are dispersed by currents around the islands of the Pacific Ocean. Other seeds have evolved ways of getting around through the activities of an intermediary animal. B This can happen in a number of different ways. For example, animals may devour the fruit containing seeds. C Sometimes a seed needs to be buried before it can germinate. This might

happen when a hoarding animal such as a squirrel fails to return for its hidden meal. D Some seeds have sticky or spiky surfaces, often called burrs, which may catch on the coat of a passing animal and later drop off at a considerable distance from their origin.

In fact, a seed may require passage through the gut of the bird or animal before it can germinate.

4. The technique of using wind power to grind grain between stones to produce flour is ancient and was widely practiced. Exactly where the first windmill was constructed is unknown, although certainly the Persians ground corn more than 2,000 years ago. A Tradition has it that the knowledge spread to the Middle East and from there to Northern Europe during the Middle Ages. B The power of the wind replaced animal power in several regions of Europe where millwrights became highly skilled craftsmen and rapidly developed the technology. C In England the device became a ubiquitous feature of the landscape, and by 1400 there were 10,000 windmills concentrated in the southeast part of the country, each capable of grinding 10,000 bushels of grain a week. Starting in the nineteenth century the mill started to decline in importance with the advent of steam power. D By the mid–twentieth century few working mills remained in use, but in recent years efforts have been made to restore and maintain these romantic souvenirs of a bygone age.

The Dutch in particular made considerable improvements and used windmills to pump water as well as to produce flour.

Reading Mini-test 2

Check your progress in understanding connections (Exercises R4–R8) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1–3

In the twentieth century, architects in large cities designed structures in a way that reduced noise and yet made living as comfortable as possible. A They used such techniques as making walls hollow and filling this wall space with materials that absorb noise. Thick carpets and heavy curtains were used to cover floors and windows. Air conditioners and furnaces were designed to filter air through soundproofing materials. B However, after much time and effort had been spent in making buildings less noisy, it was discovered that people also reacted adversely to the lack of sound. C Now architects are designing structures that reduce undesirable noise but retain the kind of noise that people seem to need. D

1. The word "They" in the passage refers to
   - (A) cities
   - (B) structures
   - (C) architects
   - (D) techniques

2. According to the passage, making walls hollow and filling this wall space with materials that absorb noise results in
   - (A) filtered air
   - (B) a lack of sound
   - (C) an adverse reaction to noise
   - (D) a reduction in undesirable noise

3. The following sentence can be added to the passage:

   A silent home can cause feelings of anxiety and isolation.

   Look at the four squares [■] that indicate where the sentence could be added. Where would the sentence best fit? Choose the letter of the square [■] that shows where the sentence should be added.

Questions 4–6

The gambrel roof design has an enduring appeal to many builders and homeowners. Originally a feature of Dutch colonial architectural style, the gambrel is a straight double-sloped roof joined at a central ridge. [A] The main distinguishing feature is that each roof side is broken into two planes, with the lower slope inclined at a steeper pitch than the upper. Sometimes the angle of the gambrel roof becomes shallower again at the eaves and projects over the wall of the house, giving a bell-shaped appearance in cross section. [B] The main advantage of the gambrel roof is that it creates a spacious interior on the upper floor of the house. [C] This makes it a perfect choice for a growing family. [D]

4. The phrase "a feature" in the passage refers to
   - (A) the gambrel roof design
   - (B) the straight sloping roof
   - (C) the roof design in Holland
   - (D) the roof joined at a central ridge

5. The gambrel roof design of the Dutch colonial architectural style is appealing to homeowners because
   - (A) it has a bell-shaped appearance
   - (B) it creates a spacious upper floor
   - (C) the shape is traditional
   - (D) the angle becomes shallower at the eaves

6. The following sentence can be added to the passage:

   This spaciousness also makes the gambrel roof highly suitable for barn construction, since the upper floor can be used as a hayloft.

   Look at the four squares [■] that indicate where the sentence could be added. Where would the sentence best fit? Choose the letter of the square [■] that shows where the sentence should be added.

Questions 7–9

Diamond value is based on four characteristics: carat, color, clarity, and cut. The size of a diamond is measured by carat weight. There are 100 points in a carat and 142 carats in an ounce. Each point above 1 carat is more valuable than each one below 1 carat. In other words, a stone that weighs more than 1 carat is more valuable per point than a stone that is smaller than 1 carat.

The scale used for rating color begins with D, which means the gem is absolutely colorless and, therefore, the most valuable. E and F are almost colorless. All three are good for investment purposes. A stone rated between G and J is good for jewelry. Beyond J the stones take on a slightly yellowish color, which gets deeper as the grade declines.

The clarity of a stone is determined by its lack of carbon spots, inner flaws, and surface blemishes. While most of these are invisible to the unaided eye, they do affect the diamond's brilliance. For jewelry, a diamond rated VVS1 (very, very slight imperfections) is as close to flawless as one will find. After that the scale goes to VVS2, VS1, VS2, SI1, SI2, I1, I2, and so on.

➡ The final characteristic is cut. [A] When shaped – whether round, oval, emerald, marquise, pear, or heart – the diamond should be faceted so that light is directed into the depths of the prism and then reflected outward again. [B] A well-cut diamond will separate the light into different colors when the light is reflected. [C] Only stones of similar shape should have their reflective qualities compared, as some shapes are more reflective than others. The round shape is the most reflective. [D]

7. The word "one" in the passage refers to
   - (A) a diamond
   - (B) an ounce
   - (C) each point
   - (D) 1 carat

8. Even though they affect a diamond's brilliance, slight carbon spots, inner flaws, and surface blemishes
   - (A) lack imperfections
   - (B) are rated VVS1
   - (C) cannot be seen with the naked eye
   - (D) can make a diamond more valuable

9. The following sentence can be added to paragraph 4:

   In contrast, a nearly flawless diamond that is not professionally cut will not acquire its full reflective potential, and thus, its value may be diminished.

   Paragraph 4 is marked with an arrow [➡]. Look at the four squares [■] that indicate where the sentence could be added. Where would the sentence best fit? Choose the letter of the square [■] that shows where the sentence should be added.

Questions 10–12

People who suffer from excessive drowsiness during the daytime may be victims of a condition known as "narcolepsy." Although most people may feel sleepy while watching TV or after eating a meal, narcoleptics may fall asleep at unusual or embarrassing times. They may doze while eating, talking, taking a shower, or even driving a car.

Victims can be affected in one of two ways. Most narcoleptics have several sleeping periods during each day with alert periods in between, but a minority feel drowsy almost all the time and are alert for only brief intervals. Many people with this condition also suffer from cataplexy – a form of muscular paralysis that can range from a mild weakness at the knees to complete immobility affecting the entire body. This condition lasts from a few seconds to several minutes and is often set off by intense emotions.

➡ No reliable data exist showing how many people have narcolepsy. [A] Unfortunately, there is also little knowledge about the causes of this illness. [B] Researchers suggest that the problem may stem from the immune system's reacting abnormally to the brain's chemical processes. [C] Further studies have shown a link between narcolepsy and a number of genes, although it is quite possible for an individual to have these genes and not develop the disease. [D] There are also cases of twins where one member has narcolepsy but the other does not. Thus, an explanation based on genetics alone is not adequate.

There is currently no cure for narcolepsy, so sufferers of this condition can only have their symptoms treated through a combination of counseling and drugs. The available drugs can help control the worst of the symptoms, but their administration has unwanted side effects such as increased blood pressure and heart rate and, sometimes, even increased sleepiness. It is clear that improved medications need to be developed.

10. Unlike most people who may feel drowsy after a meal or while watching TV, narcoleptics
    - (A) doze off at odd times
    - (B) sleep most of the time
    - (C) suffer in one of two ways
    - (D) have no trouble falling asleep

11. The word "their" in the passage refers to
    - (A) sufferers
    - (B) symptoms
    - (C) drugs
    - (D) side effects

12. The following sentence can be added to paragraph 3:

    Some estimates put the number as high as 300,000 in the United States alone.

    Paragraph 3 is marked with an arrow [➡]. Look at the four squares [■] that indicate where the sentence could be added. Where would the sentence best fit? Choose the letter of the square [■] that shows where the sentence should be added.

Questions 13–15

On December 4, 1872, the brigantine *Mary Celeste,* carrying 1,700 barrels of crude alcohol en route from New York to Genoa, was found abandoned and drifting in the Atlantic Ocean between the Azores and Portugal. The crew of the *Dei Gratia,* the cargo ship that found the *Mary Celeste,* inspected her carefully and then sailed her to Gibraltar to collect the large salvage reward. Their report given at the inquiry suggests that the captain, his wife, his young daughter, and the seven-man crew had deserted the ship in a great hurry. The captain's bed was unmade, something unheard of in a well-run ship, which the *Mary Celeste* was known to be. The oilskin boots and pipes belonging to the crew had also been left, although the chronometer, sextant, and lifeboat were missing. The cargo was intact, although some barrels had leaked and two of the hatches were not in place.

Several theories have been propounded to explain why those aboard left a perfectly seaworthy vessel to risk their lives on an open boat. It has been suggested that they were the victims of alien abduction or sea-monster attacks. Such outlandish notions are hardly credible. The idea that the ship was a victim of piracy can also be discounted, since the cargo and other valuables were untouched. Likewise, mutiny does not seem plausible, since the captain and first officer were known to be fair and experienced, the voyage was relatively short, and mutineers would probably have taken over the ship, not forsaken it.

➡ A possible explanation is that some event made the captain fear for the safety of the ship. A In fact, recently studied seismic records indicate that a violent earthquake, whose epicenter was on the seafloor in the region where the *Mary Celeste* was sailing, occurred some days before the ship's discovery. B If the ship had been subjected to intense shocks caused by the quake, all aboard may have hastily abandoned ship to avoid what they imagined might be its imminent destruction from an explosion of the combustible cargo. C A severed rope found dangling from the side of the *Mary Celeste* suggests that the evacuees trailed behind in the lifeboat, attached to the ship, waiting for the crisis to pass. D Great waves may then have snapped the rope and capsized the smaller boat, whose occupants would have disappeared without a trace.

13. The word "Their" in the passage refers to
   - (A) the captain's family
   - (B) the crew of the *Dei Gratia*
   - (C) the crew of the *Mary Celeste*
   - (D) all those aboard the ships sailing between the Azores and Portugal

14. The phrase "Such outlandish notions" in the passage refers to
   - (A) risking their lives in an open boat
   - (B) alien abduction or sea-monster attacks
   - (C) piracy
   - (D) mutiny

15. The following sentence can be added to paragraph 3:

The need to circulate air to prevent such a blast could explain why the crew left two hatches open.

Paragraph 3 is marked with an arrow [➡]. Look at the four squares [■] that indicate where the sentence could be added. Where would the sentence best fit? Choose the letter of the square [■] that shows where the sentence should be added.

PRACTICE WITH UNDERSTANDING DETAILS AND RECOGNIZING PARAPHRASES

Understanding details

Some of the questions in the Reading section of the TOEFL test will require you to understand details within a reading passage. Several details may be mentioned within a passage. To answer these questions successfully, you must be able to recognize them.

Detail questions are frequently introduced in the following ways:

According to the passage, . . .
The author states that . . .

The remaining part of the question will tell you what to look for, as shown in the example below:

According to the astronomers, **the blue arcs are**

(A) a visual phenomenon
(B) actually imaginary
(C) invisible to the human eye
(D) bending massive galaxies

The details in the answer choices may use words and phrases that are different from (but have similar meaning to) those in the reading passage. Here is the part of the passage that contains the answer to the example:

> The discoverers of these arcs think they are actually optical illusions created by light that has been bent by the immense gravitational pull of a massive galaxy.

In order to answer the question, you will have to recognize that the discoverers of the arcs must be astronomers, and the pronoun *they* refers to *these arcs*. The word *optical* is related to *visual* and an illusion could be a phenomenon. Therefore, you should choose *A*.

Recognizing paraphrases

Improving your ability to recognize details from a passage that are stated in a different way in the questions and answer choices will help you succeed on the TOEFL test.

Identifying restated information from a passage

Some test questions will require you to choose a sentence that has the same meaning as a highlighted sentence in the reading passage. The answer choices use words similar to those in the highlighted statement, but the incorrect choices do not have the same meaning. Incorrect choices can also leave out pertinent details in the highlighted sentence. Read the excerpt below. An example of this type of multiple-choice question follows.

> The discoverers of these arcs think they are actually optical illusions created by light that has been bent by the immense gravitational pull of a massive galaxy. The arcs are probably formed when the light from a distant galaxy is bent by the gravitational pull of another, less distant, intervening

galaxy. Even though such light-bending galaxies contain billions of stars, they do not contain enough visible ones that alone could exert the pull needed to create a blue arc. It has been theorized that there must be huge amounts of invisible or "dark" matter within these galaxies.

Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Billions of stars are contained in the galaxies, which alone could exert the pull needed to create a blue arc.
(B) Those galaxies that cause light to bend into a blue arc do not have enough visible stars to exert such a pull.
(C) The light-bending galaxies contain billions of visible and invisible stars that exert enough pull to cause a blue arc.
(D) Since the light-bending galaxies don't contain enough visible stars to exert the pull needed to create a blue arc, dark matter is considered a possibility.

In choice A, the information is contrary to that in the highlighted statement. The visible stars are not enough to exert the pull that creates a blue arc. In choice C, the information has introduced "invisible stars." Choice D has introduced "dark matter." The passage may contain information about invisible stars and dark matter. However, this information is not mentioned in the highlighted sentence and is therefore incorrect as a restatement. Therefore, you should choose *B* as the correct restatement of the highlighted sentence.

Identifying information not stated in a passage

Some questions will ask you to identify information that has *not* been stated explicitly in the reading passage. These multiple-choice questions are frequently introduced in the following ways:

All of the following are mentioned in the passage . . . EXCEPT
All of the following are mentioned in paragraph . . . EXCEPT

The remaining part of the question will tell you what to look for. To answer these questions successfully, you will need to read all of the answer choices and determine whether the details described in each one can be found in the passage.

The details in the answer choices may use words and phrases that are different from (but have similar meaning to) those in the reading passage. Read the excerpt about arcs again. An example of this type of question follows on the next page.

The discoverers of these arcs think they are actually optical illusions created by light that has been bent by the immense gravitational pull of a massive galaxy. The arcs are probably formed when the light from a distant galaxy is bent by the gravitational pull of another, less distant, intervening galaxy. Even though such light-bending galaxies contain billions of stars, they do not contain enough visible ones that alone could exert the pull needed to create a blue arc. It has been theorized that there must be huge amounts of invisible or "dark" matter within these galaxies.

All of the following are mentioned in the paragraph **as factors in the blue arc phenomenon** EXCEPT

(A) the light being bent by the gravitational pull of galaxies
(B) the light coming from a distant galaxy and bent by a closer one
(C) the amount of gravity needed being explained by dark matter theory
(D) the light-bending dark matter existing in such distant intervening galaxies

Choice *A* is found in the passage in the phrase "light that has been bent by the immense gravitational pull of a massive galaxy." Choice *B* is found in the words "the light from a distant galaxy is bent by the gravitational pull of another, less distant, intervening galaxy." Choice *C* is found in the phrase "theorized that there must be huge amounts of invisible or 'dark' matter within these galaxies," which refers to the fact that there are not enough visible stars to exert the needed pull. There is no information in the passage concerning the galaxies where dark matter exists. Therefore, you should choose *D*.

Exercises R9–R14

Use Exercises R9–R14 to build your skills in understanding details and recognizing paraphrases in reading passages.

EXERCISE R9 *Finding facts*

Read each passage and the statements that follow. Write *T* in the space if the statement is true according to the information in the passage. Write *F* in the space if the statement is false or if the information is not given in the passage.

Micromygale diblemma is a spider that inhabits the coastal, forested regions of Panama. It has only two eyes whereas most spiders have six or eight. Unlike most spiders, it does not have lungs but instead absorbs oxygen through its skin. Just three one-hundredths of an inch long, the size of the head of a pin, *M. diblemma* is one of the world's smallest spiders.

A. T The coastal, forested regions of Panama are where one of the world's smallest spiders lives.
B. F While most spiders have six or eight eyes and absorb oxygen through the skin, *Micromygale diblemma* has only two eyes and lungs.
C. F The world's smallest spider is the size of the head of a pin.

Statement A is true. According to the passage, the spider that inhabits the coastal, forested regions of Panama is one of the world's smallest spiders. Statement B is false. Most spiders have six or eight eyes and have lungs. *Micromygale diblemma* has two eyes, but does not have lungs. It takes in oxygen through its skin. Statement C is false because there is no information about the world's smallest spider. We only know that *one* of the world's smallest spiders is about the size of the head of a pin.

1. The plan to join Britain to the European continent by boring a tunnel under the English Channel between Dover, England, and Calais, France, was originally proposed in the second half of the nineteenth century. The bill authorizing the work was rejected in 1883. The plan was again proposed in 1930 by many enthusiastic supporters. The tunnel was to be the longest ever made and an engineering wonder. However, the estimated cost, the military risks, and the doubt as to the feasibility of construction led to the rejection of the proposal in June 1930. Finally, in the 1980s, the proposal was accepted and tunneling began. The great engineering feat was completed in 1994, and for the first time passengers could travel underwater between England and the European mainland.

   A. _____ The plan to unite Britain with the European continent was proposed three times.
   B. _____ The plan to unite Britain with the continent was rejected three times.
   C. _____ It was believed by some that the tunnel posed a security threat.
   D. _____ Some people did not believe that the tunnel was a viable idea in the 1930s.
   E. _____ The plan was rejected in 1883 because the people were bored.
   F. _____ The construction of the tunnel led to the rejection of the proposal in 1930.
   G. _____ The tunnel made in 1930 was the longest ever constructed.
   H. _____ The predicted expense of the proposed tunnel was prohibitive in 1930.

2. The 50-million-year-old fossils of an ancient whale found in the Himalayan foothills of Pakistan give strong evidence that modern whales are descended from a four-legged, land-dwelling animal. The fossils consist of part of the skull, some teeth, and the well-preserved middle ear of an animal that was 6 to 8 feet long, weighed about 350 pounds, had a wolf-like snout, and had two foot-long jaws with sharp, triangular teeth. It is the middle ear that suggests that the ancient whale lived on land. Analysis indicated that the animal had eardrums, which would not have worked in water and which modern whales have only in vestigial form. Furthermore, the right and left ear bones were not isolated from each other. The separation of these bones in marine whales enables them to detect the direction of underwater sounds.

   A. _____ The 50-million-year-old fossils found in Pakistan are most likely from a four-legged, land-dwelling animal.
   B. _____ The fossils are 6 to 8 feet long and about 350 pounds in weight.
   C. _____ The whale's skull, teeth, and middle ear are evidence that the Himalayan foothills were once under water.
   D. _____ Because eardrums do not function under water, the ancient whale probably lived on land.
   E. _____ Whales with eardrums would not be able to hear well in the water.
   F. _____ A marine whale can recognize the source of a sound because the middle ear is in a vestigial form.
   G. _____ When the right and left ear bones are isolated from each other, a whale can detect the direction of underwater sounds.
   H. _____ Whales with isolated right and left ear bones live in the sea.

3. The potato, which is nutritious and popular, is an important food source for millions of people. It is so important that destruction of the potato crop by pests has resulted in famines. Plant researchers, studying the hundreds of varieties of potatoes, have uncovered a wild hairy variety of potato from Bolivia that emits a strong glue from the end of its hairs. This glue traps and kills insects. A new hairy potato was developed when researchers successfully crossed the common potato with the hairy potato. This new hybrid potato not only reduces aphid populations by 40 to 60 percent, but also emits a substance that checks the population of the Colorado potato beetle, one of the most destructive potato pests. Unfortunately, the hairs also trap beneficial insects. Plant researchers are currently trying to alleviate this problem by limiting the density of hairs.

   A. _____ The potato, an important food for millions of people, is nutritious and popular.
   B. _____ There are hundreds of varieties of potatoes that are hairy.
   C. _____ Plant researchers are studying a potato from Bolivia that gives off a scent from the end of its hairs.
   D. _____ Insects get trapped in the sticky hairs and die.
   E. _____ The hairy potato was crossed with the common potato to develop a new hairy potato.
   F. _____ All insect populations have been reduced by 40 to 60 percent by the wild hairy potato.
   G. _____ The Colorado potato beetle is one of the pests affected by the substance the hairy potato emits.
   H. _____ The hybrid potato harms insects that help potatoes.

4. A Stradivarius violin is unmatched in tonal quality and responds more quickly and easily to the touch than any other violin. Unfortunately, the secrets for making such a superb instrument were lost in 1737 with the death of Antonio Stradivari, the master craftsman who built them. Many attempts have been made to reproduce an instrument of such quality, but all have failed. It is believed that the secret lies in the wood that was used and the distinctive varnish, which ranges from orange to a deep reddish-brown color. Only around 650 Stradivarius violins are believed to be in existence today, and the average price for such a rare instrument is well into the hundreds of thousands of dollars. Even a "cheap" Stradivarius costs around a quarter of a million dollars. It is not surprising that Stradivarius violins are sought after by great violinists and musical-instrument collectors alike.

   A. _____ A Stradivarius violin cannot match the tonal quality of any other violin.
   B. _____ The main qualities of the Stradivarius are tone and response.
   C. _____ Antonio Stradivari was the man who crafted the violins.
   D. _____ Stradivari's notes on making such a superb instrument were preserved.
   E. _____ People believe that the quality comes from the type of wood and the color of the varnish that was used.
   F. _____ The varnish color ranges between an orange and a deep reddish-brown.
   G. _____ The 650 Stradivarius violins in existence cost a quarter of a million dollars in total.
   H. _____ Both musicians and instrument collectors would like to own a Stradivarius.

5. The most traditional American food may well be cornmeal. Cornmeal, as we know it today, began as a Native American staple. The Native Americans grew corn of six different varieties: black, red, white, yellow, blue, and multicolored. They ground the corn kernels into cornmeal and mixed it with salt and water. Then they baked it. This recipe was introduced to the early colonists, who experimented with it and developed their own uses for cornmeal. Succotash (a meat stew with cornmeal added) and mush (leftover cornmeal porridge cooled, cut, and fried) are two meals invented by early colonists. Today, visitors can travel to the South and enjoy spoon bread, a smooth puddinglike dish, or to New England for johnnycakes, a kind of flat pancake. But probably the most common recipes using cornmeal nationwide are cornbread, cornmeal muffins, and the "hush puppy" – a round ball of cornmeal batter that is fried in oil.

A. ____ The multicolored corn was made up of six different colors.
B. ____ Cornmeal was ground into kernels that were baked.
C. ____ The Native Americans shared their recipe of baked cornmeal with the early settlers.
D. ____ The colonists did not like the meal of the Native Americans and thus developed their own meals.
E. ____ Succotash and mush are two meals the colonists shared with the Native Americans.
F. ____ Succotash is a meal that is made from meat and cornmeal.
G. ____ Mush is fried leftovers from a cornmeal dish.
H. ____ Common forms of cornmeal are restricted to certain regions in America.

EXERCISE R10 *Understanding exceptions*

Read each passage. Choose the letter of the word or phrase that best completes the sentence that follows it.

Today's readers look for knowledge and information from more than just an encyclopedia. Knowledge, information, data, and images race around the world with ever-increasing speed and availability. With a quick press of a key on the computer keyboard, data from some of the great libraries in the world can be called onto a screen for immediate perusal.

The author mentions all of the following means of accessing information EXCEPT

(A) encyclopedias
(B) television
(C) computers
(D) libraries

The author's mention of a screen is in reference to a computer screen and not to a television screen. The only means of accessing information not mentioned is television. Therefore, you should choose *B*.

1. Whereas the scene of colonial North America was one of complex cultural negotiations and explosive interactions among Native Americans, Africans, and Europeans, history books have portrayed the settlement of North America as a unilateral push of Europeans into a virgin land. Although primary documentation – government reports, travel accounts, trade journals, all written from a European perspective – is filled with observations concerning Native American customs and beliefs, history books are more interested in outlining important battles.

Ethnohistorians, the scholars who blend anthropology's insights with historical research to produce a cultural understanding of the past, have been making advances in understanding the Native American perspective on European colonialization.

The author mentions all of the following as sources of primary documentation EXCEPT

(A) government reports
(B) travel accounts
(C) trade journals
(D) history books

2. Although Winslow Homer (1836–1910) is best known for his realistic watercolors of powerfully dramatic seascapes, he first won acclaim in the art world as an illustrator for the reportage of the American Civil War. This led to his illustrating texts of prose and poetry. His more than 160 drawings reached print as lithographs, wood engravings, and photomechanical cuts. Despite the skill and serious intent he invested in them, Homer's book illustrations made little impact during his lifetime. Even today, most of his illustrations are not discussed in the literature covering his work, and nearly all of them have been excluded from even the most comprehensive exhibitions of Homer's art.

The author mentions all of the following as types of work Winslow Homer did EXCEPT

(A) photography
(B) lithographs
(C) watercolors
(D) illustrations

3. Almost all sports and outdoor leisure activities carry real risks. Swimmers drown, mountaineers fall, skiers are swept away by avalanches, and boxers are killed by blows to the head. A person's skill or experience is no guarantee against disaster. In fact, the better an athlete is, the greater the temptation to break records or succeed in doing something that has never been done before. Danger, which tests nerves, courage, and skill, is an essential element that adds thrill and enjoyment to a sport. Although those who organize sports formulate their rules in a way to minimize the risk of injury and to ensure that medical assistance is readily available, no amount of caution can alter basic facts: even the best-trained horse may panic; motorcycles give little protection in a crash; and a hard-driven golf ball can go astray.

According to the passage, all of the following are risks in sports EXCEPT

(A) falls
(B) storms
(C) accidents
(D) avalanches

4. Perhaps one of the most hazardous ways of making a living from the sea was diving for pearls. Only the most daring would risk their lives in this profession. The technique of pearl diving was simple. Divers attached themselves to ropes that were used to keep them in contact with an assistant on board the ship. Attached to a different rope were large weights that helped to speed the divers' descent and, hence, conserve their breath for searching the seabed. Also needed were nose clips, heavy gloves that provided protection for their hands against the sharp edges of the oyster shells, and a net in which they collected the oysters. These nets were slung around

the divers' necks so as not to impede the movement of their hands. When the divers signaled their intention to surface, the assistant hauled them and their load of oysters up. The oysters were then opened, and any pearls found were sifted through sieves and graded according to size and quality. Once a widely practiced profession, pearl diving has largely disappeared with the development of the cultured pearl.

The author mentions all of the following as the pearl divers' underwater activities EXCEPT

(A) the contact with an assistant on board
(B) the attachment of a heavy weight to make them descend faster
(C) the collection of oysters
(D) the opening of the oyster

5. Margaret Mitchell wrote only one novel, *Gone with the Wind*. It was published in 1936 and proved to be such a huge success that Mitchell's life was irrevocably altered. She lost all her privacy and lamented this fact constantly until her death in 1949. The novel, which has been translated into 28 languages and has sold more copies than any other book except for the Bible, won the Pulitzer Prize in 1937. Two years later, the movie produced by David O. Selznick had its premiere in Atlanta. This movie holds the record of having been viewed more times than any other movie produced. Throughout her life, Mitchell denied that her main characters, Scarlett and Rhett, or any of her other characters, were biographical in any way. She did have access to family correspondence dating from the 1850s to the 1880s, the time of the American Civil War. It seems natural that a woman with Margaret Mitchell's vivid imagination and historical awareness, and in possession of a collection of family correspondence that documents such a volatile era as that of a civil war, could weave a story that still enthralls.

The author of the passage gives all the relevant dates about Mitchell EXCEPT the date of

(A) the family letters
(B) her birth
(C) the first showing of the movie
(D) the first printing of the novel

EXERCISE R11 *Determining whether statements are the same or different*

Write *S* in the space if the two sentences have the same meaning. Write *D* if they have different meanings.

_D_ A collection of fascinating tales called *The Arabian Nights* was introduced to Europe by the French scholar Antoine Galland.

The French scholar Antoine Galland introduced to Europe a collection of fascinating tales that he named *The Arabian Nights*.

You should write *D* because the sentences do not mean the same thing. The first sentence means that the scholar introduced the tales, whereas the second sentence means that the scholar both introduced and named the tales.

1. ____ Scree, which abounds in the Rocky Mountains, has its origins in the ice ages.

The Rocky Mountains have a lot of scree, the formation of which dates back to the ice ages.

2. ____ Many reef organisms avoid dead-end caves, which lack the steady currents necessary for bringing a continuous food supply.

   Dead-end caves don't have currents that bring in food supplies, so many reef organisms don't go there.

3. ____ Two theaters in Stratford-upon-Avon and two in London are the ones regularly used by the Royal Shakespeare Company.

   The Royal Shakespeare Company regularly uses four theaters – two in Stratford-upon-Avon and two in London.

4. ____ Police reconstruct scenes because people seem to recall things best when they are in the same physical situation.

   When people are in the same physical situation, they seem to remember better scenes than the ones police have reconstructed.

5. ____ Despite the cold Alaskan temperatures, which freeze perspiration and breath in men's beards, cabin fever forces inhabitants to challenge the elements.

   Alaskan inhabitants suffer from cabin fever, which causes perspiration and breath to freeze in men's beards.

6. ____ Leather, when improperly handled and exposed to changeable temperatures, cracks easily.

   Leather cracks easily when it is handled incorrectly and is exposed to variable temperatures.

7. ____ Despite the increasing pollution of their shorelines over the past decade, oceans have become cleaner in the vast open-sea areas.

   During the last ten years, pollution has been increasing along the coasts of the oceans and spreading to the once clean open-sea areas.

8. ____ The Hitler diaries, the greatest known publishing fraud in history, were written by a man who copied material from Hitler's speeches and medical reports.

   By copying material from Hitler's speeches and medical reports, a man wrote the Hitler diaries, known as the greatest publishing fraud in history.

EXERCISE R12 *Locating restated information*

Read each passage and the restatement that follows it. Underline the words or phrases in the passage that give the information that is restated.

The damp British climate may be infuriating to humans, but it is ideal for plants. The Gulf Stream flows across the Atlantic to warm the west coast of these islands, which occupy the same latitudes as Newfoundland. Moisture-laden Atlantic winds bring almost constant rain and mist.

The perfect weather conditions for plants to flourish are found in the wet British Isles.

You should underline *British climate* (weather conditions in the British Isles), *ideal for plants* (perfect for plants), and *constant rain and mist* (wet) because these are ideas from the passage that are restated.

1. Europa, one of Jupiter's moons, is the only place in the solar system – outside of Earth – where enormous quantities of water are known to exist. Although this water is in ice form, there is a possibility that there is only a crust of ice with a liquid ocean underneath. Because of powerful thermal pulses caused by the tidal forces of Jupiter and the other moons, Europa may be the best place in the solar system for finding life forms.

   Europa's vast oceans are unequaled in the solar system, with one exception.

2. Using sophisticated instrumentation, lightning experts have learned that lightning travels at one-third the speed of light. A lightning bolt is five times hotter than the surface of the sun and can have ten times more power than the output of a large power company. A single discharge can actually contain twenty or more successive strokes, occurring too fast for the eye to separate. Some seem to stretch for 500 miles when observed from outer space.

   It is possible that a lightning bolt, which seems very large, is really a series of bolts.

3. Once porpoises reach speeds of 12 miles per hour, they frequently leap out of the water to escape the pull of surface drag. At that point, leaping out of the water actually requires less energy than swimming. These leaps are most efficient at speeds of 40 miles per hour and greater.

   Porpoises conserve energy by traveling through the air, which creates less drag than water.

4. In the earliest stages of a star's formation – a process that takes some 10,000 years – the star is surrounded by an extremely dense layer of gas and dust. This matter eventually condenses and heats up to 1 million degrees and hotter, triggering a thermonuclear explosion. During the flare-up, strong winds blowing off the surface of the star disperse the surrounding dust and expose the newborn star to observers on Earth.

   People can see the birth of a star because of the strong winds that scatter the dust particles.

5. Perhaps the greatest navigators in history were the Vikings. Without compasses or other modern instruments, they explored Iceland, Greenland, and even crossed the Atlantic Ocean to the shores of North America. To find their way, they stayed close to shorelines or used the position of the sun to plot the latitude.

   The Vikings were expert sailors.

6. Since the first dolphin was trained by the United States Navy in 1965 to help divers in their underwater home, *Sealab II*, many other dolphins have been drafted into the Navy. Originally, dolphins were used as messengers or to answer calls for help. Today, dolphins do such dangerous and necessary work as locating explosives hidden in the sea and helping ships navigate safely in war zones.

   An important task for a dolphin is to find mines.

7. Saint Bernard dogs are large, shaggy animals. They were bred by Augustinian monks, who trained them to search for travelers lost in snowstorms or avalanches in the Alps. For hundreds of years, Saint Bernards served this purpose. But nowadays journeys across the Alps are on well-maintained road and tunnel systems, and the dogs are no longer needed.

   Saint Bernards aided travelers for centuries.

8. Every year in Japan, the competitions for the longest human-powered flights are held. Out on Lake Biwa, participants attempt to break records by flying their own inventions over the water without propeller or jet assistance. The would-be human birds glide until their craft meets its inevitable crash landing. A flotilla of small boats lines the flight path waiting to rescue the pilot. In the first Japanese event, a world record of 88.53 meters was established. Since then, new records have been set almost every year. These days, flights of several kilometers are regularly achieved.

   Participants fly in craft they have designed themselves.

EXERCISE R13 *Choosing the restatement of highlighted sentences*

Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

The bulk of Kafka's writings was not published until after his early death from tuberculosis.

(A) It was not until after Kafka's early death from tuberculosis that the bulk of his writings was published.
(B) After the bulk of his writings was published, Kafka died an early death from tuberculosis.
(C) After Kafka had written the bulk of his published writings, he met with an early death from tuberculosis.
(D) An early death from tuberculosis kept Kafka from publishing the bulk of his writings.

You should choose *A* because this is the only sentence that contains the same information as the first sentence: First Kafka died, and then most of his writings were published.

1. Fainting is caused by a sudden drop in the normal blood supply to the brain.

   (A) The brain reacts to a drop in the normal blood supply by fainting.
   (B) Fainting occurs when the brain suddenly loses its normal blood supply.
   (C) Fainting happens when the brain drops its normal blood supply.
   (D) The brain faints when the normal blood supply drops.

2. Gorillas, which are vegetarians, have been observed to demonstrate gentle behavior toward small creatures in the wild.

   (A) Vegetarians have been observed to demonstrate gentle behavior toward gorillas and small creatures in the wild.
   (B) Only vegetarian gorillas have been observed as demonstrating gentle behavior toward small creatures in the wild.
   (C) Small creatures in the wild have been observed as behaving gently and demonstratively when near gorillas.
   (D) It has been observed in the wild that gorillas, by nature vegetarians, treat small animals gently.

3. In fighting forest fires, the initial attack crews dig a fire line, which varies in width depending on the strength and nature of the fire.

   (A) Initial attack crews dig a forest fire to vary the fire line's width.
   (B) Initial attack crews depend on the strength and nature of the fire to vary the fire line.
   (C) The width of the fire line, which the initial attack crews dig, varies according to the strength and nature of the fire.
   (D) In digging a fire line, the initial attack crews depend on fighting forest fires.

4. Medical quackery, which promises cures for all existing and even nonexisting diseases, has a powerful appeal even to the well educated.

   (A) Well-educated people in medicine promise to find powerful cures for diseases.
   (B) Even well-educated people are attracted to fake cures for diseases that may or may not exist.
   (C) Medical quackery promises the well educated a cure for diseases.
   (D) The medical profession has appealed to the well educated for funding to find cures for diseases.

5. A silver compound has been found to kill the parasitic protozoa that are carried by the dreaded tsetse fly and that cause sleeping sickness.

   (A) The dreaded tsetse fly causes sleeping sickness and kills the parasitic protozoa used for finding silver compounds.
   (B) It has been found that the silver compound that is carried by the dreaded tsetse fly and causes sleeping sickness kills the parasitic protozoa.
   (C) Sleeping sickness, which is caused by the dreaded tsetse fly, has been found to kill the parasitic protozoa in silver compounds.
   (D) Parasitic protozoa that cause sleeping sickness and are carried by the dreaded tsetse fly can be killed with a silver compound.

6. While working as a postmaster at the University of Mississippi, William Faulkner submitted thirty-seven stories to magazines, six of which were accepted.

   (A) Of the thirty-seven stories that Faulkner submitted while working at the University of Mississippi as a postmaster, six were published in magazines.
   (B) Faulkner wrote six out of thirty-seven stories after accepting a job as postmaster at the University of Mississippi.
   (C) Faulkner published thirty-seven stories in magazines, six of which were accepted by the University of Mississippi.
   (D) The six accepted stories by Faulkner were about his job as a postmaster at the University of Mississippi.

7. The continental drift theory proposes that the Earth's crustal plates are driven by a global system of convection currents in the hot magma below that behave like giant conveyor belts.

   (A) Theoretically, the Earth's crustal plates behave like giant conveyor belts, driving the convection currents across the hot magma, which causes the continents to drift.

   (B) A global system of convection currents in the underlying hot magma acts as giant conveyor belts to drive the Earth's crustal plates.

   (C) The continental drift theory suggests that global plates cover hot magma, which acts as a giant conveyor belt for convection currents.

   (D) The continental drift theory is proposed by the Earth's crustal plates, which drive a global system of convection currents in the hot magma below, behaving like giant conveyor belts.

8. Medical authorities have been reluctant to support the findings of some nutritionists that vitamin C given in large doses can prevent the common cold.

   (A) Medical authorities support nutritionists' views about the value of vitamin C in preventing the common cold.

   (B) Nutritionists have found that medical authorities are not in favor of using vitamin C to prevent the common cold.

   (C) Some nutritionists have found that large doses of vitamin C can prevent the common cold, but this has not been completely accepted by medical authorities.

   (D) According to nutritionists and some medical authorities, the common cold can be prevented by giving large doses of vitamin C.

9. Female cowbirds, which cannot sing, are nonetheless able to teach songs to their young by responding to specific chirps and ignoring others.

   (A) Even though female cowbirds cannot sing, they teach their chicks to do so by responding to specific chirps and ignoring others.

   (B) Female cowbirds can neither sing nor teach songs to their babies by responding to certain chirps more than to others.

   (C) Female cowbirds, which cannot sing, have other birds teach their young to sing.

   (D) Female cowbirds, which cannot sing, unsuccessfully attempt to teach their young to sing by responding to other bird songs.

10. The conflict between those who wish to conserve a large area of unaltered and unimproved spaces and those who want the abolition of the last remnants of wilderness in the interest of industrial profit will not be resolved in the near future.

    (A) The people who desire to conserve a large area of untouched natural land and those who want to use all land for industrialization are in a conflict that will not have an immediate resolution.

    (B) The conflict over whether a large area of unaltered and unimproved space should be given over for industrial development and profit is of interest to those resolved to abolish the last remnants of wilderness.

    (C) Lawyers are profiting from the unresolved conflict between the people who wish to save the last remnants of wilderness and those who want to alter and improve the space for industry.

    (D) There is an unresolved conflict caused by people who wish to abolish industry and turn the spaces back into a natural wilderness state.

EXERCISE R14 *Choosing the restatement of highlighted sentences in paragraphs*

Read each passage. Then choose the letter of the sentence that best expresses the essential information in the highlighted sentence. Incorrect choices change the meaning in important ways or leave out essential information.

Between the late 1920s and 1950s, the Osborne Calendar Company produced a series of calendars featuring trains of the Pennsylvania Railroad. Up to 300,000 of these, featuring large, colorful scenes of trains at work, were published each year to hang in depots and shippers' offices along the lines of the famous railroad company. The scenes, mostly painted by one artist, Grif Teller, are now valuable collectibles.

(A) The scenes of trains, for the most part painted by Grif Teller, are collectibles.
(B) The Osborne Calendar series of train scenes are collector's items.
(C) Grif Teller has a valuable collection of the Osborne Calendar scenes of trains at work.
(D) Grif Teller's paintings of depots and shippers' offices are valued by collectors.

You should choose *A* because the scenes of trains are the valuable collectibles.

1. Tree rings have long been used to determine the ages of trees and to gauge past climatic conditions. New evidence adds considerable weight to the theory that tree rings also record earthquakes. The rings reflect the effects of earthquakes, such as tilting, the disruption of root systems, and breakage, as well as shifts in environments. Older trees and petrified trees may give information about earthquakes that took place hundreds and even thousands of years ago.

(A) The effects of earthquakes on trees can be seen in tree rings.
(B) Earthquakes cause a lot of damage to trees in the environment.
(C) The effects of earthquakes are tilting, disruption of root systems, breakage, and shifts in environments.
(D) Tilting, disruption of root systems, breakage, and shifts in environments are examples of how an earthquake affects trees.

2. Yuzen dyeing is a Japanese art that produces a lavish, multicolored type of kimono design that dates from the seventeenth century. First, a pattern is sketched on a kimono of plain, undyed silk. The garment is then taken apart and the design carefully painted onto the fabric with a paste that prevents the fabric from absorbing dye. Next, dyes are brushed over the silk, their colors penetrating only the untreated areas. After the paste is rinsed out, the strips of silk are again sewed into the kimono. Elaborate embroidery often completes the decoration.

(A) The paste keeps the unstitched garment together while the fabric is absorbing the colors.
(B) The dye is prevented from being absorbed into the fabric pieces by the paste that covers the design.
(C) The design is painted onto the pieces of garment with a paste that keeps the dye from destroying the design.
(D) The design is painted onto the fabric in places where the paste does not prevent the paint being absorbed by the garment.

3. The beaver's comical-looking flat tail, which is three-quarters of an inch thick, six or seven inches wide, and perhaps a foot long, is unique in the animal world. In the water, it serves as a rudder for swimming, and on land it props the beaver upright while the animal is cutting trees. It also serves as a radiator through which the heavily insulated beaver passes off excess body heat. The beaver uses its broad tail for an early warning system by slapping it against the water's surface, making a resounding whack that can be heard half a mile away.

(A) The beaver's tail is like a big fan that disperses heat.
(B) The beaver gets rid of extra body heat through its tail.
(C) The beaver's body heat radiates through its heavily insulated body.
(D) The beaver has a heavy coat and, therefore, needs a radiator to reduce its body heat.

4. If pearls are protected properly, they can last for centuries. One reason a pearl loses its luster or cracks is that the mineral constituent of the pearl can be dissolved by weak acids. There are several kinds of acids that pearls may come in contact with. Human perspiration contains one such acid. Much of the cotton that pearls are wrapped in when not in use is treated with an acid. Another kind of acid that damages pearls is found in many modern cosmetics. The chemicals in commercial brands of makeup seep into the string canal and may penetrate into the layers of a pearl and cause deterioration. The best protection to give pearls to ensure their long life is having them cleaned and restrung at prescribed intervals.

(A) The penetration through the pearl of the string canal causes damage to the layers.
(B) The deterioration of the pearl is usually caused by string canal seepage and penetration.
(C) The infiltration of cosmetics into the pearl may cause it to disintegrate.
(D) A pearl's deterioration can be prevented through cosmetic usage.

Reading Mini-test 3

Check your progress in understanding details and recognizing restatements (Exercises R9–R14) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1–5

Every year about two million people visit Mount Rushmore, where the faces of four U.S. presidents were carved in granite by the sculptor Gutzon Borglum and his son. The creation of the Mount Rushmore monument took 14 years – from 1927 to 1941 – and nearly a million dollars. These were times when money was difficult to come by, and many people were jobless. To help him with this sculpture, Borglum hired laid-off workers from the closed-down mines in the Black Hills area of South Dakota. He taught these men to dynamite, drill, carve, and finish the granite as they were hanging in midair in his specially devised chairs, which had many safety features.

Borglum used dynamite to remove 90 percent of the 450,000 tons of rock from the mountain quickly and relatively inexpensively. His workmen became so skilled that without causing damage, they could blast to within four inches of the finished surface and grade the contours of the facial features. Borglum was proud of the fact that no workers were killed or seriously injured during the years of blasting and carving the granite. Considering the workers regularly used dynamite and heavy equipment, this was a remarkable feat.

During the carving, many changes in the original design had to be made to keep the carved heads free of large fissures that were uncovered. However, not all the cracks could be avoided, so Borglum concocted a mixture of granite dust, white lead, and linseed oil to fill them.

Every winter, water from melting snow gets into the fissures and expands as it freezes, making the fissures bigger. Consequently, every autumn maintenance work is done to refill the cracks. To preserve this national monument for future generations, the repairers swing out in space over a 500-foot drop and fix the monument with the same mixture that Borglum used.

1. The author of the passage indicates that the men Borglum hired were
   - (A) trained sculptors
   - (B) laid-off stone carvers
   - (C) Black Hills volunteers
   - (D) unemployed miners

2. According to the passage, what achievement did Borglum pride himself on?
   - (A) The four presidential faces in granite that he had sculpted
   - (B) The removal of 90 percent of the 450,000 tons of rock quickly and at a relatively low cost
   - (C) His safety record of no deaths or serious injuries during the years of work with heavy equipment and dynamite
   - (D) His skillful training of the labor force that enabled blasts of dynamite to be within inches of the contour lines of the faces

3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
   - (A) Since cracks could not be avoided, Borglum tried various materials to cover them.
   - (B) In order to fill the unavoidable cracks, Borglum invented a mixture for filling them.
   - (C) A mixture was uncovered by Borglum during the changes in design needed to avoid cracks.
   - (D) Because cracks could not be avoided, Borglum bought a mixture of granite dust, white lead, and linseed oil.
4. According to the passage, today Mount Rushmore needs to be
   - (A) protected from air pollution
   - (B) polished for tourists
   - (C) restored during the winter
   - (D) repaired periodically
5. The passage discusses all of the following aspects of the creation of the Mount Rushmore carvings EXCEPT
   - (A) where the people who worked on Mount Rushmore came from
   - (B) why Borglum carved the heads of four U.S. presidents
   - (C) how Borglum dealt with fissures that could not be avoided
   - (D) when repairs to this national monument are made

Questions 6–10

Teotihuacán is the largest and most impressive urban archaeological site of ancient America, covering an area of roughly 20 square kilometers. The city was at one time thought to be the religious center of the Toltecs but is now believed to be a creation of an earlier civilization about whose origins little is known. The earliest artifacts from Teotihuacán date from over 2,000 years ago, but the period of greatest expansion dates from 200 CE to 500 CE. At its peak the city is estimated to have had a population of up to 200,000 inhabitants, with residential areas extending throughout the built-up area. Judging by regionally dispersed finds of the image of the rain god Tlaloc, of "thin orange wear" pottery, and of the characteristic architectural forms, the influence of Teotihuacán was widespread. It is not clear what caused the city's decline and eventual abandonment, but the evidence points to overpopulation, a depletion of resources, and the possible sacking by adversaries.

The primary axis of the city was the Avenue of the Dead, which extends for 2.5 kilometers through the center of the urban area, starting in the north at the Moon Plaza and continuing beyond the Great Compound complexes to the south. The avenue divided Teotihuacán into two sections with apartment compounds arranged on either side, often symmetrically, suggesting a highly planned layout from the earliest phases of construction.

The vast Pyramid of the Sun, located in the middle of the central zone, is the tallest and most dominant structure of Teotihuacán, with a height of 65 meters and a base covering approximately 10 acres. At one time the edifice was surmounted by a temple. A cave located underneath the pyramid and possibly used for ritual activities hints at its religious importance. The Pyramids of the Moon and Feathered Serpent are other notable ceremonial sites nearby.

A particular feature of the architecture of many of the pyramidal platforms at this site is the series of sloping apron walls, known as *taluds*, interspersed with vertical panels – *tableros* – producing a step-like appearance. Originally all such structures would have been covered with a layer of stucco and then painted, often with pictures of animals and mythological creatures.

6. According to the passage, the dispersed finds from Teotihuacán indicate that
   - (A) the city is over 2,000 years old
   - (B) the city had an estimated population of as many as 200,000 inhabitants
   - (C) the residential areas extended throughout the urbanized area
   - (D) the city greatly influenced the surrounding areas

7. According to the passage, which of the following statements about the decline of Teotihuacán is known to be true?
   - (A) The people migrated to another city.
   - (B) The population of the city starved.
   - (C) The city was invaded by neighbors.
   - (D) The cause of the decline is uncertain.

8. According to the passage, the symmetrical layout around the Avenue of the Dead
   - (A) divided the city into two sections, one of which had apartment compounds for the living
   - (B) started at the Moon Plaza, continued past the Great Compound complexes, and extended as far as the center of the urban area
   - (C) included a primary axis of the city
   - (D) indicated that the city layout was planned before building began

9. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
   - (A) A feature of the pyramidal architecture is the many platforms that make up the steps.
   - (B) The sloping walls of the pyramid have occasional vertical panels, which gives the appearance of steps.
   - (C) The architectural features known as *taluds* and *tableros* are a particular feature of the many pyramidal platforms.
   - (D) A series of sloping walls combined with vertical panels produces the appearance of steps that form the pyramidal platforms.

10. All of the following are mentioned as having been found in the Teotihuacán area EXCEPT
    - (A) market streets
    - (B) religious artifacts
    - (C) ceremonial structures
    - (D) residential districts

Questions 11–15

In the eleventh century, people noticed that if a small hole were put in one wall of a darkened room, then light coming through the aperture would make a picture of the scene outside on the opposite wall of the room. A room like this was called a camera obscura. Artists later used a box to create a camera obscura, with a lens in its opening to make the picture clearer. But it was not possible to preserve the image that was produced in the box.

In 1727, Johann Heinrich Schulze mixed chalk, silver, and nitric acid in a bottle. He found that when the mixture was subjected to light, it became darker. In 1826, Joseph Nicéphore Niépce put some paper dipped in a light-sensitive chemical into his camera obscura, which he left exposed in a window. The result was probably the first permanent photographic image. The image Niépce made was a negative, a picture in which all the white parts are black and all the black parts are white. Later, Louis Daguerre found a way to reverse the black and white parts to make positive prints. But when he looked at the pictures in the light, the chemicals continued to react and the pictures went dark. In 1837, he found a way to fix the image. These images are known as daguerreotypes.

Many developments of photographic equipment were made in the nineteenth century. Glass plates coated with light-sensitive chemicals were used to produce clear, sharp, positive prints on paper. In the 1870s, George Eastman proposed using rolls of paper film, coated with chemicals, to replace glass plates. Then, in 1888, Eastman began manufacturing the Kodak® camera, the first "modern" lightweight camera that people could carry and use.

During the twentieth century, many technological improvements were made. One of the most important was color film. Color film is made from layers of chemicals that are sensitive to red, green, and blue light, from which all other colors can be made. Despite the fact that the space age has witnessed the creation of an array of technological marvels, until recently even the ability to take photographs of distant galaxies from above the Earth's atmosphere via orbiting satellites was grounded in the basic principles of photography that Niépce used when he took his first fuzzy negative pictures.

11. The first camera obscura can be described as nothing more than
   - (A) a darkened room in which an image was projected onto a wall
   - (B) a preserved image of a darkened room projected in a box
   - (C) a box with a lens, which projected an image onto a wall in a dark room
   - (D) a hole in a wall into which a lens could be inserted to project an image

12. According to the passage, what problem did Daguerre encounter?
   - (A) His pictures were all negative images.
   - (B) He could not find a way to make positive images.
   - (C) His positive images would darken.
   - (D) He could not reverse the fixed image.

13. According to the passage, George Eastman built a camera that
   - (A) used chemically coated glass plates
   - (B) produced light-sensitive prints
   - (C) used chemicals to produce clear, sharp, and positive prints
   - (D) was portable

14. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

(A) The layers of chemicals that make up color film are sensitive to all colors that can be made.
(B) Color film uses chemicals that are sensitive to red, green, and blue light.
(C) Red, green, and blue light are the essential colors from which all colors can be chemically made.
(D) The layers of chemicals on color film are sensitive to red, green, and blue light that, combined, can make all colors.

15. All of the following people are mentioned as working with photographic images EXCEPT

(A) Johann Heinrich Schulze
(B) Joseph Nicéphore Niépce
(C) Louis Daguerre
(D) George Eastman

Questions 16–20

Generations of American schoolchildren have been taught the story of how the Great Fire of Chicago in October 1871 was started by Daisy, a cow belonging to one Mrs. O'Leary. The cow, stabled in a barn behind Mrs. O'Leary's house, supposedly kicked over a kerosene lamp, which set fire to hay and other combustible materials stored there. The blaze quickly spread, and fanned by a strong southwest wind and aided by intensely dry conditions, the conflagration engulfed and entirely destroyed more than three square miles of built-up area. Almost 100,000 people were left homeless, and about 300 lost their lives. Property damage was estimated at 200 million dollars, an immense sum in those days.

Soon after the fire, the O'Leary-cow story became an almost unchallenged truth and, over the years, took on the status of a modern-day myth – a staple ingredient in the fabric of American folklore. However, there are good reasons to believe that neither Mrs. O'Leary nor Daisy was culpable. First, a police reporter later claimed to have invented the whole story. Of course, this is not a conclusive refutation, but his reasoning was valid and his alternative suggestions credible. Furthermore, the testimony of one of the main witnesses, a neighbor called "Peg Leg" Sullivan, is now thought to be questionable. Some claim he invented the story to avoid censure, since he himself was not above suspicion and there were inconsistencies in his account. Other accusers have focused the blame on a variety of targets – some local boys smoking in the barn, a different neighbor, an unnamed terrorist organization, spontaneous combustion, and, most recently, an asteroid. The asteroid theory gains credence from the fact that on the same night as the Chicago fire, neighboring states suffered more than a dozen major fires. One fire destroyed the entire town of Peshtigo, Wisconsin, with the loss of more than 1,200 lives.

Whatever the real origin of the fire, the truth is that it was inevitable, given the near-drought conditions of the time and the fact that much of the city consisted of densely packed wooden shacks served by an undermanned fire department. It seems that Mrs. O'Leary and her cow were perhaps no more than convenient and vulnerable scapegoats on which a devastated populace could center its frustrations.

16. What myth has been told to generations of American schoolchildren?
    - (A) That many people lost their lives and many were left homeless
    - (B) That the Great Fire of Chicago was started by a cow kicking over a lamp
    - (C) How much the property damage caused by the Great Fire of Chicago cost
    - (D) How fast the Great Fire of Chicago spread and how much of the Chicago area was destroyed

17. What did "Peg Leg" Sullivan do?
    - (A) He set the barn on fire while smoking.
    - (B) He accused some local boys.
    - (C) He gave a suspicious account.
    - (D) He came up with some believable alternatives.

18. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
    - (A) The number of fires in the surrounding states on the same night as the Chicago fire supports the asteroid theory.
    - (B) There were a number of fires throughout the city of Chicago, and this supports the asteroid theory.
    - (C) The numerous fires on the same night as the Chicago fire means that asteroids were to blame.
    - (D) Asteroids may have caused the unusually high number of fires in Chicago on the same night.

19. All of the following are mentioned as possible reasons that the fire was so devastating EXCEPT
    - (A) the lack of rain
    - (B) fire-prone building materials
    - (C) too few firefighters
    - (D) a riotous populace

20. According to the passage, Mrs. O'Leary's cow
    - (A) is a myth
    - (B) is folklore
    - (C) was a scapegoat
    - (D) did not exist

PRACTICE WITH MAKING INFERENCES AND DRAWING CONCLUSIONS

Some details in a passage are not stated explicitly, but they can be inferred from other details that are stated. On the TOEFL test, you will be required to make inferences from the passages that you read. Sometimes you must use the information given to you in a passage to draw conclusions about the topic.

This section will build your skills in making inferences and drawing conclusions from details that are stated or implied in a reading passage. Read the following statement:

> Dr. Smitten and two other psychologists chose 25 children for their study: 5 from Campbell, 10 from other multiracial schools in Miami, and the rest from multiracial schools in other cities in Florida.

The details stated explicitly are:

- Dr. Smitten and two other psychologists chose 25 children for a study.
- Five children were from Campbell.
- Ten children were from other schools in Miami.
- The rest were from schools in other Florida cities.

The answers to the following questions were not stated in the sentence but can be understood or inferred.

1. What kind of doctor is Dr. Smitten?

   You understand that Dr. Smitten is a psychologist because it can be inferred from the phrase "and two other psychologists."

2. How many psychologists were doing the study?

   You understand that three psychologists were doing the study because it can be inferred from the phrase "Dr. Smitten and two other psychologists."

3. What and where is Campbell?

   You understand that Campbell is a multiracial school in Miami because it can be inferred from the phrase "other multiracial schools in Miami."

4. What and where is Miami?

   You understand that Miami is a city in Florida because it can be inferred from the phrase "other cities in Florida."

5. How many children from other cities in Florida were chosen for the study?

   You understand that 10 children came from other cities because it can be inferred from the phrase "chose 25 children: 5 from . . . , 10 from . . . , and the rest from . . . other cities in Florida."

Some details are neither stated nor implied. Therefore, you cannot answer the following questions:

- When did the study take place?
- Why was the study done?
- What were the results of the study?

You can answer the question below by drawing a logical conclusion from details implied in the passage.

What was the study probably about?

You should draw the conclusion or understand that the study was probably about some aspect of children in multiracial school environments because it can be inferred from the phrases "multiracial schools in Miami" and "multiracial schools in other cities" that a multiracial environment was an important factor in choosing children from those particular schools.

Exercises R15–R21

Use Exercises R15–R21 to build your skills in making inferences and drawing conclusions in reading passages.

EXERCISE R15 *Identifying inferences*

Choose the letter of those inferences that can be made from the information given in the statement. More than one inference may be possible.

The lesser North American poets are more popular with children than major poets because they are direct and clear.

(A) Children may have difficulty understanding major poets.
(B) Minor poets write poetry for children.
(C) There are fewer poets writing for children than writing for adults.
(D) Indirect and hidden meanings are used in the poetry of major poets.

You should choose *A* because it can be inferred that the poetry of major poets is difficult for children because, unlike that of lesser poets, it is not direct and clear. You should not choose *B* because it cannot be inferred that either minor or major poets write for children or *C* because *lesser* means *minor poets*, not *fewer poets*. You should also choose *D* because it can be inferred that if children like the lesser poets because they write more directly and clearly, the major poets use indirect ways of expressing ideas.

1. Three of the published reports came from official investigations, but the other two came from private individuals.
   (A) Private individuals cannot submit reports for publication.
   (B) Only the three official reports were considered for publication.
   (C) Five reports were published.
   (D) Official investigations were made on private individuals.
2. The Institute of Anthropology plans to computerize archaeological data to help restore the Native American villages in Chaco Canyon.
   (A) The Chaco Canyon Native American villages were destroyed by European people.
   (B) The Institute of Anthropology collects information about Native American villages that are in ruins.
   (C) The Native Americans in Chaco Canyon have computers to help them store data.
   (D) Computers can be helpful in restoring archaeological plans.

3. Some scientists believe that the African bees that have devastated the Latin American beekeeping industry will become gentler as they interbreed with the previously introduced European varieties.
   - (A) European bees will not be advantageous to the Latin American beekeeping industry.
   - (B) African bees are ferocious and destructive.
   - (C) The Latin American beekeeping industry will become gentler as African bees and European bees interbreed.
   - (D) African bees, as well as European bees, live in Latin America.

4. No partner helps the male pheasant-tailed jacana protect and nurture his chicks in their floating nest.
   - (A) The female pheasant-tailed jacana does not take care of her babies.
   - (B) The pheasant-tailed jacana is an aquatic bird.
   - (C) The male pheasant-tailed jacana doesn't help to protect and nurture its partner.
   - (D) The male pheasant-tailed jacana does not mate.

5. Elephants are slowly becoming trapped in isolated forest enclaves completely surrounded by land cleared for agriculture.
   - (A) Hunters are trapping elephants in isolated forest enclaves to get their ivory tusks.
   - (B) People are destroying the elephants' habitat to make farms.
   - (C) Elephants would have to cross over farmland to migrate to different forest areas.
   - (D) People are trapping elephants to use them for clearing land for agriculture.

6. To safeguard sunken ships from adventurers or thieves, ship salvagers keep the wrecks under constant surveillance by electronic and other means.
   - (A) Thieves sink ships to steal the cargo.
   - (B) Sunken ships contain things that are valuable.
   - (C) Ship salvagers are usually caught before they steal anything because of safeguards.
   - (D) There are various ways to guard sunken ships from pilferers.

7. A species of weed known as the gopher plant has earned a new name – the gasoline plant – because it yields a milky latex containing hydrocarbons that can be refined into substitutes for crude oil and gasoline.
   - (A) Some weeds have been renamed "gasoline plants" because their latex can be made into a gasoline substitute.
   - (B) Gasoline refined from the gasoline plant will soon replace the need for gasoline from other sources.
   - (C) Substitutes for crude oil and gasoline can come from hydrocarbons.
   - (D) Milk contains hydrocarbons necessary for crude oil and gasoline substitutes.

8. Not yet profitably synthesized, morphine, a drug unsurpassed for controlling pain, is still being scraped from opium poppy heads as it was at least 5,000 years ago.
   - (A) Morphine, a drug from the poppy plant, is no longer profitable to cultivate.
   - (B) Cocaine is not as effective as morphine for stopping pain.
   - (C) Morphine has been used for pain control for at least 5,000 years.
   - (D) It is possible to make artificial morphine economically.

EXERCISE R16 *Locating sources for inferred information*

Read the passage and the statement about inferences that follows it. Underline the part or parts of the passage from which the inference can be made.

> Is it true that crime doesn't pay? Although it is impossible to report every dollar that was generated in the U.S. economy by Watergate, figures pointed at what could be termed a first-class growth industry. Fees, royalties, fines, bills, and other miscellaneous payments added up into the millions of dollars moving around in the U.S. economy.
>
> It can be inferred from this passage that Watergate is the name for a crime that took place in the United States.
>
> You should underline *crime* and *dollar that was generated in the U.S. economy by Watergate* because it can be inferred that Watergate was a crime or else it wouldn't have been cited in the discussion of whether or not crime pays. The passage goes on to discuss how crime has paid by generating money in the U.S. economy.

1. Unlike other toads, the male golden toad is nearly voiceless. It attracts its mate through its unmistakable orange color. When the clouds are thick in the rain forest, usually in April and May, the male toads appear like flashing neon signals, which is as effective as croaking in luring females during the mating season.

   It can be inferred from this passage that most toads attract their mates by making sounds.

2. The great temple of Borobudur is a stepped pyramid of unmortared andesite and basalt volcanic stone, with a perimeter of 403 feet and standing 105 feet high. This holy place lay abandoned and forgotten for more than 800 years after a devastating earthquake and an eruption of one of the four surrounding volcanoes caused its population to flee in 1006. Besides earthquakes and volcanoes, torrential rains, encroaching tropical vegetation, and time have all taken their toll.

   It can be inferred from this passage that the temple of Borobudur is in ruins.

3. Some multiple sclerosis victims are experimenting with deadly snake venom to ease the pain and tiredness caused by their disease. First, the poison is milked from cobra, krait, and viper snakes. One part of it is then mixed to 4,000 parts of a saline solution. Although medical authorities are skeptical of the treatment, those using it claim that the venom has startling healing qualities.

   It can be inferred from this passage that snake venom for the treatment of multiple sclerosis has not yet been approved by doctors.

4. The cassowary, one of the world's largest and least known birds, grows to a height of 6 feet and a weight of 120 pounds. Its powerful legs, which it uses for defense, are fearful weapons because the inner toe of each foot is equipped with a sharp claw, four inches long. The cassowary has glossy black plumage, which hangs coarse and brushlike because it lacks the barbules that are needed to lock feathers into a flat vane. The naked neck is of iridescent blue on the sides and pink on the back. Its head is crowned by a leathery helmet that protects it when it is charging through the jungle.

   It can be inferred from this passage that the cassowary probably doesn't fly.

5. Prior to 1870, little stone decoration was done on New York buildings, except for churches and public buildings. With the arrival of artisans among the groups of European immigrants, architectural carving began to flourish. Architects would buy sculptures already done or show sketches of what they wanted carved. Away from the master carver, who had dictated what was to be carved, the artisans created eclectic and uninhibited sculptures, which became integrated into a purely American style.

   It can be inferred from this passage that in Europe, artisans did not carve what they wanted to carve.

6. The Society for Creative Anachronism is a nonprofit club that joins together people who enjoy reenacting life as it was lived before the 1700s. Members of both sexes not only learn the art of sword fighting in mock combat but learn a wide range of authentic medieval skills as well. These include such skills as armor making, equestrian arts, games, jewelry making, astrology, and magic. Since the first tournament held in 1966, in which a dozen fighters took part, the society has increased by thousands of members.

   It can be inferred from this passage that female members of the Society for Creative Anachronism fight in battles.

7. Computer-driven cameras, lights, and servomotors, as well as lasers and tiny lens assemblies, are just a few of the complex instruments that have brought to today's television viewers effective scientific informational films. Two crucial problems in such films are finding arresting visuals and creating special effects to illustrate complex scientific concepts. Computer-generated motion pictures allow the viewer to see the meaning of data and complex relationships instantly and are a new aid to human understanding of almost limitless power.

   It can be inferred from this passage that computers used in the film industry have enabled people to understand science better.

8. Fish rubbings and nature printing have been developing as art forms in North America over the past several decades, although the techniques may date as far back as the time of early cave dwellers. To make a fish print, one should choose a very fresh fish with large rough scales and a flat body. Other needed materials are several brushes, including a fine brush for painting the eyes on the print, a thick waterbased ink, newspaper, modeling clay for supporting the fins, straight pins, and cloth or absorbent paper such as newsprint. Handmade paper is best, but it is more expensive and not recommended for beginners. The fish should be washed, dried, and laid out on the newspaper. A thin layer of ink should be brushed on in both directions. The paper is then placed over the fish and pressed carefully with the fingers, avoiding wrinkles or movement of the paper.

   It can be inferred from this passage that it takes practice to become proficient in using this technique.

9. Characteristics of tropical rain forests are high and steady levels of heat and moisture, as well as a wide variety of organisms. It is believed that two-thirds of all species live in the tropics, and half of those live in the tropical rain forests. Nowhere else, except perhaps in tropical coral reefs, is nature so great in its diversity of organisms and complex in its biological interaction.

   It can be inferred from this passage that tropical coral reefs contain a wide variety of organisms.

10. Even though historians think that ice-skating has been a sport for the last 2,000 years, it is within the last five decades that skating has gained recognition as a form of art. Champion athletes combine new heights of athleticism with the elegance of dance in what is now called figure skating. Ice-skaters performing daring jumps in flamboyant costumes have brought ballet to the ice rink. Ice-skating is now seen as an exciting and innovative sport that has won millions of new admirers.

    It can be inferred from this passage that ice-skaters are both athletes and artists.

EXERCISE R17 *Checking if an inference is correct*

Read each sentence and answer *Yes* or *No* to the question that follows.

> Volunteers for organizations such as Save the Children make an extremely important personal contribution toward improving the daily lives of millions of children throughout the world.
>
> Can it be inferred that Save the Children volunteers contribute a lot of money to aid children?
>
> No
>
> You should write *No* in the space because a "personal contribution" does not necessarily mean a monetary contribution. Volunteers may contribute time or a special personal skill that they have in order to aid children.

1. Each day, more and more communities discover that they have been living near dumps or on top of ground that has been contaminated by toxic chemicals.

    Can it be inferred that communities aren't always told when and where toxic wastes are being disposed?

    _____

2. E. B. White's death, at 86, was cause for sadness in millions of homes.

    Can it be inferred that E. B. White was famous?

    _____

3. There is evidence that a global firestorm raged about the time the dinosaurs disappeared.

    Can it be inferred that dinosaurs became extinct because of a global firestorm?

    _____

4. Of the twelve sulfite-associated deaths, one was caused by wine, one by beer, and one by hashed brown potatoes; the rest were linked to fresh fruits or vegetables.

    Can it be inferred that nine people died from sulfite-contaminated fresh foods?

    _____

5. Quinolone, a recently discovered antibiotic, inhibits an enzyme that controls the way bacterial DNA unravels and rewinds when microbes reproduce.

    Can it be inferred that quinolone will eventually replace all other antibiotics?

    _____

6. For people whose nerves have been damaged by illness or injuries, actions such as walking or grasping an object may be impossible.

    Can it be inferred that the nervous system is important for muscle control?

    _____

EXERCISE R18 *Identifying inferences in paragraphs*

Read the passage and the statements that follow it. Write *I* in the space if the statement is an inference. Write *R* if the statement is a restatement. Leave the space blank if the statement is neither an inference nor a restatement.

Francis Gary Powers survived when his high-flying reconnaissance aircraft was shot down over the Soviet Union in 1960. He was convicted of espionage after a trial in Moscow. Later, Powers was returned to the United States in exchange for Soviet spy Rudolf Abel. Powers was killed in a helicopter crash in California in 1977.

A. R Powers was found guilty of spying in the Soviet Union.
B. I Rudolf Abel was imprisoned by the United States for spying.
C. ____ Powers was killed during a reconnaissance mission.

You should write *R* for *A* because to be "convicted of espionage" means the same as to be "found guilty of spying." You should write *I* for *B* because Rudolf Abel must have been imprisoned by the United States if the Americans exchanged him for Powers. You should leave *C* blank because no information is given on why Powers was flying in the helicopter. It might have been for work or for pleasure.

1. The MacArthur Prizes, or "genius awards," are large grants of money given to individuals who show outstanding talents in their fields. According to a foundation spokesperson, this money frees these people from financial worries and allows them the time to devote themselves to creative thinking. The recipients of MacArthur Prizes are people who have already achieved considerable success. It may be asked whether they attained success despite the fact that they had to worry about money or because of it.

   A. ____ Someone who is not already known in his or her field will probably not be a recipient of a MacArthur Prize.
   B. ____ Some people may become successful because they are worried about money.
   C. ____ Some individuals receive large sums of money to think.

2. The CDC (Centers for Disease Control) is responsible for the research done in solving or attempting to solve medical mysteries. Teams of epidemiologists crisscross the country investigating outbreaks of disease. They ask questions, look for clues, and track down pieces of puzzles in a relentless pursuit to find answers that will bring about breakthroughs in the prevention or cure of serious diseases. The CDC rushes in to study epidemics because it is possible to quickly determine patterns and common links among the victims.

   A. ____ The CDC is not always successful in its research of diseases.
   B. ____ Epidemiologists travel across the nation to do their research.
   C. ____ Because there are more victims when an epidemic strikes, more data can be collected to find answers to medical questions.

3. Astronomers have long believed that frozen gases and water account for up to 80 percent of a comet's mass. While observing Comet Bowell, astronomers were able to measure the amount of light this comet absorbed and reflected. On the basis of these observations, they determined that comets do indeed contain frozen water.

A. _____ Astronomers have proved the theory that comets contain frozen water.
B. _____ The ice content of other comets can be ascertained by measuring how much light they absorb and reflect.
C. _____ The name of the observed comet is Bowell.

4. Although most honeybees die in the field while gathering pollen, some bees die in the hives and must be removed in order to prevent the spread of disease and to keep the nest from filling up with corpses. These corpses emit a chemical that signals death. While some bees ignore the corpses, others poke at them, lick them, or inspect them. Usually within an hour, the bees that are in charge of removing dead bees grasp the corpses in their mandibles, pull them through the hive toward the entrance, then fly away and drop them as far as 400 feet from the hive.

A. _____ Dead bees cannot be left in the hive because they may make the other bees sick.
B. _____ The honeybees know there is a dead bee in the hive because of the death chemical that is emitted.
C. _____ In less than one hour, the dead bees have usually been removed from the hive.

5. The northern elephant seal, a 2,000-pound mammal, is making a dramatic comeback after being hunted to near extinction in the late nineteenth century. The seals that once thrived off the coast of California now receive protection from both the Mexican and United States governments. A contributing factor to their survival is the reduced demand for seal oil due to the ready availability of petroleum products.

A. _____ Products that were once made from seal oil are now made from petroleum.
B. _____ Petroleum is easier to obtain now than seal oil is.
C. _____ Northern elephant seals are now numerous.

6. Diverse in culture and language, the tenacious men and women who inhabit the world's harshest environment, the land above the Arctic Circle, probably descended from hunting societies pushed north from Central Asia by population pressure about 10,000 years ago. "Scarcity" is the word that best describes the Arctic ecosystem, where life-giving solar energy is in short supply. In the winter, the sun disappears for weeks or months depending on the latitude. Even during the months of prolonged sunlight, the slanted rays cannot thaw the frozen subsurface soil. But more than the severe cold, the lack of resources for food, clothing, and shelter defines the lifestyles that the Arctic peoples lead.

A. _____ Scarcity of food, clothing, and shelter influences Arctic living conditions more than the harsh climate does.
B. _____ Anthropologists are not completely certain about the ancestry of the Arctic peoples.
C. _____ The further north one is, the less sunshine there is.

7. Half of all the astronauts on space flights are afflicted with debilitating space sickness, an ailment akin to car sickness and marked by nausea and vomiting. It is believed that zero gravity and its effect on the inner ear and the flow of body fluids are the cause. Scientists are attempting to find a way to predict who is susceptible to the illness because it interferes with the important work that must be done efficiently during space missions.

A. ____ Scientists cannot tell whether an astronaut who suffers from car sickness will suffer from space sickness.

B. ____ Space sickness makes it difficult for afflicted astronauts to do their work.

C. ____ Space sickness and car sickness are related illnesses.

8. The white shark, which has acquired a reputation for mindless ferocity unequaled among terrestrial or aquatic predators, belongs to the family known as the mackerel shark. Nothing about this terrifying fish is predictable: not its behavior, range, or diet. Despite this fearsome reputation, evidence from the remains of victims of shark attacks suggests that the white shark does not eat people.

A. ____ A white shark is a kind of mackerel shark.

B. ____ The white shark has gained a terrifying reputation because it attacks people.

C. ____ The white shark attacks its victims for reasons other than hunger.

9. Because they seem to be taking a measure with each looping stride, some caterpillars are called geometrids, or earth measurers. From this comes their common name, inchworms. This caterpillar grasps a twig with its back legs, extends itself forward, then draws its back end up to its front legs and repeats the sequence.

A. ____ The geometrid moves by stretching forward, then moving its back to its front, then repeating this process.

B. ____ Not all caterpillars are inchworms.

C. ____ All inchworms are earth measurers.

10. The Merlin is propelled by six compact engines, each encased in a separate duct. With no exposed blades, the craft is much safer to maneuver on the ground than either a helicopter or small plane. The Merlin takes off and hovers by blasting a column of air straight down and moves forward by directing some of that air backward with movable vanes behind each engine.

A. ____ The Merlin is a kind of aircraft.

B. ____ Exposed blades make some aircraft unsafe.

C. ____ Production of the Merlin has not yet begun.

EXERCISE R19 *Making inferences*

Read the passage and the question that follows it. Then choose the letter of the best answer based on the information given.

> In the third and fourth centuries, the Germanic tribes of central Europe joined forces and plundered the crumbling Roman Empire. But they in turn became the victims of the Norse invasions of the eighth century. The Norsemen raided villages in every region. They killed the men, abducted the women and children, and then departed in their fast-sailing ships, leaving nothing but a few smoldering ruins.
>
> What does the author mean by the statement "they in turn became the victims"?
>
> (A) The Germanic tribes turned on the Norse invaders in the eighth century.
> (B) The Germanic tribes and the Norse invaders took turns in attacking the Roman Empire.
> (C) The Germanic tribes received the same treatment from the Norsemen that they had given the Roman Empire.
> (D) The Roman Empire was first plundered by the Germanic tribes in the third and fourth centuries and then by the Norsemen in the eighth century.
>
> You should choose *C* because the author is pointing out how the invaders later became the victims of another group of invaders.

1. Erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plow in the nineteenth century. By the 1930s, more than 282 million acres of farmland were damaged by erosion. After decades of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production. In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.

   Why does the author mention "petroleum scarcity"?

   (A) To show that petroleum scarcity will become the most critical natural resource problem
   (B) To prove that petroleum is causing heavy soil erosion and pollution problems
   (C) To indicate that soil erosion has caused humans to place new demands on heavy crop production
   (D) To emphasize the fact that soil erosion will become the most critical problem the nation faces

2. Contamination of the sea caused by oil spills is a critical problem as wind and wave action can carry oil spills a great distance across the sea. However, there are ways in which oil spills in the sea can be dealt with. For example, straw, which can absorb up to four times its weight in oil, can be thrown on the spill and then be burned. Oil can be broken up and sunk by sand, talcum powder, or chalk. Under experimentation, some chemicals have been shown to disperse the spill into droplets, which microbes can then destroy.

   Why does the author mention that straw "can absorb up to four times its weight in oil"?

   (A) To emphasize the versatility of straw
   (B) To show why straw is useful in cleaning oil spills
   (C) To compare the weight of straw to that of oil spills
   (D) To give background on the properties of straw

3. The quality of the graphics output on a computer printer is measured in dpi (dots per inch). Simply by changing the density of dots that make up each part of an image, the printer can produce graphics that look almost photographic. To understand how this works, consider how a black-and-white photograph shows the shades that, in real life, are colors. Each color is a different shade of gray. For graphics to be produced on the computer printer, a piece of software called a printer driver decides upon a dot pattern that will represent each color shade. These different patterns or textures each create an individual effect that your eye translates into gray shades. The closer you look at the image, however, the less lifelike it looks.

Why does the author mention "a black-and-white photograph"?

(A) To explain how a printer makes graphics
(B) To compare the clarity of computer graphics to photographs
(C) To emphasize the difference between colored graphics and black-and-white graphics
(D) To convince the reader that dpi is preferable to photography

4. Endesha Ida Mae Holland became a playwright by a mere twist of fate. While studying at the University of Minnesota, Ms. Holland was consumed by activities other than academics. She helped start student groups dedicated to racial progress and black unity. Off campus, she formed an organization to get former prisoners back on their feet. So diverted, it took her nearly 15 years to earn her bachelor's degree. When she found herself four credit hours short of a degree, she enrolled in an acting course, which she thought would be easy because of her experience on speaking tours. But by transposing two numbers, Ms. Holland accidentally signed up for an advanced playwriting seminar. An author was born.

What does the author mean by stating "Endesha Ida Mae Holland became a playwright by a mere twist of fate"?

(A) It took nearly 15 years to complete her bachelor's degree.
(B) An author was born.
(C) She didn't intend to take the playwriting seminar.
(D) She had experience because of her speaking tours.

EXERCISE R20 *Drawing conclusions*

Read the statement and the question that follows it. Then choose the letter of the best answer based on the information given.

Few school curriculums include a unit on how to deal with bereavement and grief, and yet all people at some point in their lives suffer from loss through death and parting.

What topic would probably NOT be included in a unit on bereavement?

(A) How to write a letter of condolence
(B) What emotional stages are passed through in the healing process
(C) How to give support to a grieving friend
(D) What the leading causes of death are

Bereavement is the state of experiencing the death of a relative or friend. Since the leading causes of death are not relevant to the particular death that a person may have to deal with, you should choose *D*.

1. Studies show that bike races in Mexico City, where the air is 20 percent less dense than at sea level, tend to be 3 to 5 percent faster than at lower altitudes.

   In which area would a bike race probably be the slowest?

   (A) Along the coast
   (B) On an indoor track
   (C) On a high plateau
   (D) Near the snow line of a volcano

2. Owners of famous and valuable paintings have recently been commissioning talented artists to paint copies of these art treasures to exhibit in their homes.

   What is the most likely reason an owner of a valuable painting might want to exhibit a copy instead of the original?

   (A) Because they need to trick the experts
   (B) Because they hope to foil would-be thieves
   (C) Because they want to encourage talented artists
   (D) Because they enjoy buying fake paintings

3. The Academy of Dog Training supplies law enforcement agencies with German shepherds that are trained to recognize the smell of marijuana and other drugs.

   In which of the following places would these German shepherds most likely be used?

   (A) At scenes of violent crimes
   (B) Where burglaries have taken place
   (C) At public swimming pools
   (D) At customs checks between borders

4. Schools based upon the philosophy of Rudolph Steiner are all coeducational, practice mixed-ability teaching, and discourage competition among children.

   Which of the following activities would probably NOT be seen in a Steiner school?

   (A) A class period devoted to the teaching of mathematics
   (B) A game involving both boys and girls
   (C) A poetry-writing contest
   (D) A classroom of children reading at different levels

5. The microbiologist exposed bacteria to increasingly higher levels of cyanide until he had a type of bacteria that could destroy the cyanide that had been dumped into rivers by chemical plants.

   In what way could these bacteria be useful?

   (A) For saving the water life from toxic wastes
   (B) For poisoning undesirable fish
   (C) For cleaning swimming pools
   (D) For increasing the cyanide in the chemical plants

EXERCISE R21 *Reviewing inferences*

Read each passage and the items that follow it. Then choose the letter of the best answer for each.

Questions 1–4

The Malabar Pied-Hornbill usually nests in the fruit trees that bear its food. First, the female enters a hole in the tree and sheds her feathers. Then, she and her mate seal the hollow with mud and dung, leaving a crack through which he feeds her. When the chicks hatch and her plumage returns, she breaks out, resealing the nest to guard the young, which emerge later.

1. The Malabar Pied-Hornbill is probably a
   - (A) chicken
   - (B) seal
   - (C) bird
   - (D) bear
2. What can be said about the Malabar Pied-Hornbill's nest?
   - (A) It is padded with feathers.
   - (B) It is so warm that the female Malabar Pied-Hornbill loses its plumage.
   - (C) The female Malabar Pied-Hornbill breaks it up after losing her plumage.
   - (D) Its cracks are covered by the feathers which the female Malabar Pied-Hornbill plucks off herself.
3. Which of the following statements can be inferred?
   - (A) The male is afraid of other males and, therefore, forces his mate into the nest and seals it.
   - (B) The female is so involved in building her nest that she doesn't realize she's locked herself inside it.
   - (C) The female purposely imprisons herself to lay her eggs.
   - (D) The female has to keep the male from hurting the babies, so she encloses herself in the nest.
4. The male Malabar Pied-Hornbill probably
   - (A) feeds the eggs through a crack in the nest
   - (B) doesn't help the female until she has enclosed herself in the nest
   - (C) uses his plumage to guard the recently hatched chicks
   - (D) doesn't hatch the eggs by keeping them warm with his own body

Questions 5–7

The Mississippi River and its tributaries form the world's fourth-longest river system. Two Canadian provinces and all or parts of 31 states in the United States have rivers that drain into the Mississippi. As the Mississippi River flows down to join the sea, it deposits sand, silt, and clay, building the delta seaward across Louisiana's shallow continental shelf. The delta marsh and its bays, lakes, and sounds provide shelter and nutrients for North America's most fertile marine nursery.

5. It can be inferred from the passage that
   - (A) Canada has only two drainage areas in its provinces
   - (B) there are 31 states in the United States
   - (C) the 31 states mentioned have no other river systems to carry silt, sand, and clay
   - (D) some of the silt deposited in the Louisiana delta is from Canada

6. It is probably true that
   - (A) the delta system formed by the Mississippi River is very important for marine life
   - (B) nurseries have been set up in the delta so that children can take part in aquatic sports in the bays, lakes, and sounds
   - (C) the delta marshland is an excellent area for medical people to study diseases caused by mosquitoes and other insects
   - (D) the United States government has established nurseries to provide shelter and food for migrating birds

7. It can be inferred from the passage that
   - (A) the delta is being destroyed by the Mississippi River depositing sand, silt, and clay
   - (B) the geographic features of the delta are always changing
   - (C) the sea movement is building a delta on the continental shelf at the mouth of the Mississippi
   - (D) the river, delta, and sea all play an important role in building Louisiana's continental shelf

Questions 8–10

An ultralight airplane is very different from a conventional airplane. It looks like a lawn chair with wings, weighs no more than 254 pounds, flies up to 60 miles an hour, and carries about 5 gallons of fuel. Most ultralights are sold as kits and take about 40 hours to assemble. Flying an ultralight is so easy that a pilot with no experience can fly one. Accidents are rarely fatal or even serious because the ultralight lands so slowly and gently and carries so little fuel. Some models now have parachutes attached, while others have parachute packs which pilots can wear.

8. Ultralights are powered by
   - (A) an engine
   - (B) human energy
   - (C) remote control
   - (D) solar energy

9. It is probably true that
   - (A) an ultralight can be purchased at the airport
   - (B) people can put their own ultralights together
   - (C) people who fly ultralights have no experience
   - (D) ultralight builders need to have training in aviation

10. It can be inferred from the passage that
   - (A) accident statistics are inaccurate because ultralights are not registered at airports
   - (B) fatal accidents are frequent because of the lack of experienced pilots
   - (C) ultralight pilots can walk away from most of the accidents they are in
   - (D) because of the frequency of fatal accidents, laws requiring parachutes have been enacted

Reading Mini-test 4

Check your progress with making inferences and drawing conclusions (Exercises R15–R21) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1–4

Jacob Epstein's sculptures were the focus of much controversy during the sculptor's lifetime. Epstein was born in the United States of Russian-Jewish immigrants in 1880. He moved to Paris in his youth and later to England, where he eventually settled and obtained British citizenship in 1907. His first major public commission, on a building in London, offended public taste because of the expressive distortion and nudity of the figures. In 1937, the Rhodesian government, which at that time owned the building, actually mutilated the sculptures to make them conform to public notions of decency. Many other of Epstein's monumental carvings received equally adverse criticism.

While the general public denounced his work, many artists and critics praised it. They admired in particular the diversity of his work and noted the influence on it of primitive and ancient sculptural motifs from Africa and the Pacific. Today, Epstein's work has received the recognition it deserves, and Epstein is considered one of the major sculptors of the twentieth century.

1. The author's attitude toward Epstein's work is
   - (A) critical
   - (B) derisive
   - (C) amusing
   - (D) admiring

2. Which of the following was most probably an important influence on Epstein's work?
   - (A) public tastes
   - (B) African carvings
   - (C) Russian painting
   - (D) the Rhodesian government

3. Today, a newly erected Epstein sculpture would probably
   - (A) be mutilated
   - (B) conform to public opinions
   - (C) be well received
   - (D) be expressive

4. What does the author mean by the statement "Many other of Epstein's monumental carvings received equally adverse criticism"?
   (A) Many of Epstein's monuments were defaced.
   (B) People have taken equal offense to other critical works of art.
   (C) Epstein's monuments were usually denounced for their nudity.
   (D) Other sculptures of Epstein's elicited negative comments.

Questions 5–9

History books record that the first moving picture with sound was *The Jazz Singer* in 1927. But sound films, or "talkies," did not suddenly appear after years of silent screenings. From the earliest public performances in 1896, films were accompanied by music and sound effects. These were produced by a single pianist, a small band, or a full-scale orchestra; larger movie theaters could buy sound-effects machines.

Research into sound that was reproduced at exactly the same time as the pictures – called "synchronized sound" – began soon after the very first movies were shown. With synchronized sound, characters on the movie screen could sing and speak. As early as 1896, the newly invented gramophone, which played a large disc carrying music and dialogue, was used as a sound system. The biggest disadvantage was that the sound and pictures could become unsynchronized if, for example, the gramophone needle jumped or if the speed of the projector changed. This system was only effective for a single song or dialogue sequence.

A later development was the "sound-on-film" system. Here, sounds were recorded as a series of marks on celluloid read by optical sensors. These signals would be placed on the film alongside the images, guaranteeing synchronization. Short feature films were produced in this way as early as 1922. This system eventually brought us "talking pictures."

5. Why does the author mention "a single pianist, a small band, or a full-scale orchestra"?
   (A) To show how badly paid musicians were
   (B) To explain how sound that accompanied early films was made
   (C) To emphasize the role sound effects played in *The Jazz Singer*
   (D) To refute history books that claim the first movie with sound was made in 1927

6. It can be inferred that
   (A) most movie theaters had a pianist
   (B) sound-effects machines were common
   (C) orchestras couldn't synchronize sound with the pictures
   (D) gramophones were developed about the same time as moving pictures

7. Why could gramophones be considered ineffective?
   (A) They were subject to variations in speed.
   (B) They were too large for most movie theaters.
   (C) They couldn't always match the speed of the projector.
   (D) They were newly invented.

8. It can be understood that the synchronization system
   (A) could be placed alongside the images
   (B) developed at the same time as sound for movies
   (C) was an important development for talking pictures
   (D) was a guarantee that short feature films could be produced

9. It can be inferred that short feature films produced as early as 1922
   (A) preceded talking pictures
   (B) put musicians out of work
   (C) were recorded by optical sensors
   (D) were only effective for dialogue sequences

Questions 10–13

Experiments have shown that in selecting personnel for a job, interviewing is at best a hindrance and may even cause harm. These studies have disclosed that the judgments of interviewers differ markedly and bear little or no relationship to the adequacy of job applicants. Of the many reasons why this should be the case, three in particular stand out. The first reason is related to an error of judgment known as the halo effect. If a person has one noticeable good trait, their other characteristics will be judged as better than they really are. Thus, an individual who dresses smartly and shows self-confidence is likely to be judged capable of doing a job well regardless of his or her real ability. The horns effect is essentially the same error, but focuses on one particular bad trait. Here the individual will be judged as incapable of doing a good job.

Interviewers are also prejudiced by an effect called the primacy effect. This error occurs when interpretation of later information is distorted by earlier connected information. Hence, in an interview situation, the interviewer spends most of the interview trying to confirm the impression given by the candidate in the first few moments. Studies have repeatedly demonstrated that such an impression is unrelated to the aptitude of the applicant.

The phenomenon known as the contrast effect also skews the judgment of interviewers. A suitable candidate may be underestimated because he or she contrasts with a previous one who appears exceptionally intelligent. Likewise, an average candidate who is preceded by one who gives a weak showing may be judged as more suitable than he or she really is.

Since interviews as a form of personnel selection have been shown to be inadequate, other selection procedures have been devised that more accurately predict candidate suitability. Of the various tests devised, the predictor that appears to do this most successfully is cognitive ability as measured by a variety of verbal and spatial tests.

10. What does the author mean by the phrase "essentially the same error"?
   (A) The effect of the error is the same.
   (B) The error is based on the same kind of misjudgment.
   (C) The effect focuses only on negative traits.
   (D) The individual is considered less capable of the job.

11. Which of the following applicants would probably be hired for the job based on an interview in which the typical interview errors are made?
   (A) A well-dressed, confident person following someone who appears very intelligent
   (B) An unconfident, well-dressed person following someone who is well-dressed and confident
   (C) A well-dressed, confident person following someone who has apparent flaws
   (D) A confident person following a well-dressed, confident person

12. Which of the following statements would the author most likely agree with concerning the actions of an interviewer looking for the best applicant for a job?
   (A) The interviewer should spend time trying to confirm a first impression.
   (B) The interviewer should be confident and well-dressed.
   (C) The interviewer should be aware that this process is a hindrance to finding the right person.
   (D) The interviewer should look for other ways to choose the best applicant.
13. The paragraphs following the passage most likely discuss which of the following?
   (A) Other reasons for misjudgments about applicants
   (B) More information on the kinds of judgmental effects
   (C) More information on tests measuring cognitive ability
   (D) Other selection procedures included in interviewing

PRACTICE WITH SUMMARIES AND CHARTS

Your ability to understand how a reading passage is organized and to grasp the relationships between details and main ideas will be tested in the Reading section of the TOEFL test. In the last item for each reading passage, you will be required to extract information from the entire passage and arrange the given text options into a summary or a category chart. Your ability to recognize and understand compare-and-contrast, cause-and-effect, and agree-and-disagree relationships, as well as steps in a process, will help you to succeed on these questions.

Summary questions

These questions require you to understand the main ideas that together form a summary of the passage. You will be given the first sentence in a summary and a list of other sentences. You will then be asked to choose which of the other sentences complete the summary by clicking on your choices and dragging them into a box. It is not necessary for you to put them in the correct order. The number of choices will be apparent by the number of spaces in the box.

Incorrect answer choices can be sentences that are details from the passage but are not critical to the understanding of the passage or to the formation of a summary. Incorrect choices can also be sentences that contain ideas that were not explicitly stated or information that is not mentioned within the passage.

Category chart questions

These questions require you to organize important material from the passage into a chart. You will be given a two-column chart with answer choices on the left and category headings on the right. You will then be asked to sort the answer choices under the appropriate headings by clicking on the choices and dragging them from the left column to the right. You will not always use all of the answer choices.

Incorrect answer choices may include information that is not mentioned in the text. Incorrect choices can also be incorrect generalizations or conclusions.

Exercises R22–R24 Use Exercises R22–R24 to build your skills in recognizing the relationships between details and main ideas in reading passages.

EXERCISE R22 *Understanding summaries*

Read each passage and the statements that follow it. Write *S* in the blank if the sentence summarizes the passage. Write *D* if the sentence expresses a detail in the passage. If the sentence expresses ideas not found in the passage, write *N*.

The Pre-Raphaelite brotherhood was a school of artists formed in about 1848. The Pre-Raphaelites' ideal was absolute fidelity to nature. For a time, this school of painting greatly influenced art developments throughout Europe. However, within a decade, the movement had disbanded.

A. N The Pre-Raphaelite movement formed in 1848 broke up within ten years due to European influences on the brotherhood.

B. S The Pre-Raphaelite movement, which advocated a faithful portrayal of nature, influenced European art developments in the mid-nineteenth century.

C. D The Pre-Raphaelites brought their ideals of a true portrayal of nature to their painting.

For *A* you should write *N* because there is no information in the passage concerning the reason the brotherhood disbanded. For *B* you should write *S* because this sentence summarizes the passage. For *C* you should write *D* because this is a restatement of a detail in the passage.

1. Because winning or losing a race in skiing can be a matter of a tiny fraction of a second, skiing equipment has undergone many changes. Even clothing has changed as skiers search for ways to increase speed. Now they wear one-piece suits that cling to their bodies in order to reduce wind resistance. Nothing is worn under these tight-fitting suits as anything extra may mean the loss of an important millisecond.

   A. ____ Skiers are always searching for ways to change their appearance for an important race.

   B. ____ Skiing equipment and clothing have been developed specifically to increase racing speeds.

   C. ____ Clothes that cling to a skier's body cause less wind resistance.

2. Rice is the only major grain crop that is grown almost exclusively as human food. Some remarkable genetic advances have made it possible to cultivate high-yield varieties that are resistant to disease and insect pests. Because rice constitutes an essential part of the diet for much of the world's population, these advances have averted disasters that otherwise would have left millions of people severely underfed.

   A. ____ Rice has been genetically modified for use as animal feed.

   B. ____ New rice varieties have prevented many people from going hungry.

   C. ____ Genetic advances have led to high-yield rice varieties.

3. Addiction to cigarette smoking is basically an addiction to nicotine. Those who are attempting to overcome their addiction have found the most common cures ineffective. Switching to low-nicotine cigarettes simply causes problem smokers to smoke more. Cigarettes without any of this chemical substance are usually rejected because they don't satisfy smokers' needs. One aid, which some quitters have found effective, is a chewing gum containing nicotine, which allows them to stop without the unpleasant withdrawal symptoms. A similar kind of treatment provides a measured nicotine dose through an inhaler.

   A. _____ Smokers have tried to overcome their addiction to cigarettes using various methods.

   B. _____ Nicotine is the chemical substance that all cigarettes contain.

   C. _____ Methods that provide those trying to quit smoking with a way to get nicotine without smoking a cigarette have been effective in some cases.

4. Two-thirds of China's vast territory is either mountainous or covered by desert. Every spring, windstorms come raging out of the mountains and cross the great deserts, gathering dust. A dense cloud of dust forms that is hundreds of miles wide. It is blown thousands of miles, traveling from the North Pacific to the Gulf of Alaska and from there moving south and then east. As the prevailing winds lose their velocity, dust particles fall from the cloud. It is believed that as much as 10 percent of the soil in Hawaii comprises dust particles collected from China's deserts and dispersed in the journey across the Pacific.

   A. _____ As the winds abate, dust particles drop from the clouds.

   B. _____ The raging windstorms are increasing the great deserts in China.

   C. _____ The winds coming out of China scatter dust particles across the Pacific.

EXERCISE R23 *Identifying summary ideas*

Each of the passages below is followed by an introductory sentence that begins a brief summary of the passage. Choose the letters of the three statements that express the most important ideas in the passage. Incorrect choices express minor details or are not presented in the passage.

In 1836, crews building a canal from Washington, D.C., to the Ohio River found a major obstacle in their path: a long, steep crest of mountains known as Paw Paw Ridge. Various options for surmounting this hurdle were proposed. One idea, to build directly over the sheer cliffs, proved impractical. Another option was to create a series of aqueducts to skirt around the difficult terrain. This idea was rejected because of the anticipated time and expense.

The company's project engineer, Lee Montgomery, finally decided to tunnel through the ridge, a distance of about one kilometer. This was expected to take only two years. Perhaps this was optimistic on his part, given that power drills and dynamite had not yet been invented. Montgomery had invested much of his own money in the project and was keen to see the deadlines met. However, the construction crews found that the ridge was composed of soft shale, which frequently caved in and hampered progress. Other problems followed. Cholera, aided by the unsanitary living conditions, swept through the shantytowns, claiming many lives. At one point the laborers could not be paid.

The major obstacle for the completion of the Paw Paw Canal was the Paw Paw Ridge.

(A) The Paw Paw Canal is named after the mountain ridge that had to be traversed.
(B) Several ideas for overcoming the Paw Paw Ridge Canal were considered.
(C) It was decided that a one-kilometer tunnel was the best way to overcome the barrier.
(D) Power drills and dynamite were not available during the time that the canal was being built.
(E) The project was beset with financial setbacks, disease, and unexpected terrain characteristics.
(F) Unpaid laborers held protests that led to the loss of lives.

You should choose *B* because the first paragraph states and discusses ideas that were considered for overcoming the obstacle, *C* because it concerns the decision on how the ridge was to be dealt with, and *E* because these were obstacles encountered during the tunneling. *A* might be inferred but is not stated as fact. *D* is a detail. The laborers were unpaid at one point, but there is no mention of their possible response as stated in *F*.

1. A recent survey found that nine out of ten drivers admit to having felt intense anger toward other drivers at some time. "Road rage" seems to be on the rise, and several explanations for this have been presented. First, there are more cars today competing for road space. People also are far more subject to time constraints. A person who must meet a time deadline, but is caught in a tangle of traffic, may feel increasingly frustrated. Soon this stress may result in an outburst of road rage ranging anywhere from pounding on the car horn to getting out of the car and attacking another driver.

Of the three major responses to stress which have evolved – fight, flight, or freeze – only one is available to the driver who is suddenly caught behind a dawdler in the fast lane. The car itself prohibits the driver from fleeing the situation or freezing in one place. The only stress response left is fight.

Another explanation may be that people are not as courteous as they used to be. A person who is worried about getting to work on time, having a report ready for the afternoon mail, and running into the boss while coming into the office late may forget how to be polite. Other drivers become the enemy and the car, a weapon.

Road rage has become a serious problem that is on the rise.

(A) These days the roads are very congested.
(B) Stress caused by the frustration of dealing with the traffic is a major reason for people to succumb to road rage.
(C) The major responses to stress are fight, flight, or freeze.
(D) The fight response is the only recourse for the driver who cannot flee nor freeze because of the situation the car puts him or her in.
(E) The car is now a weapon and all other drivers are the enemy.
(F) The stresses of modern-day living may cause people to forget courtesy and give in to road rage.

2. For a fossil to be found, a complicated series of steps must occur in sequence. The first is that the animal (or plant) must be buried quickly. Animals that die on the plains or in the mountains are soon found by scavengers, such as hyenas or ceratosaurs, and rapidly reduced to bone chips. Most animals that are fossilized are caught in a flash flood, or die in or near a river and are buried in a sand bar, or are caught in a sandstorm. If the current in the river is fairly strong, even those few animals that die in the water are soon torn apart and their bones scattered over acres of river bottom. It is estimated that perhaps one animal in a thousand is fossilized, likely a generous estimate.

   The second condition necessary for an animal to be fossilized is that it must be buried in a depositional area: that is, more and more layers of mud or gravel must be laid down over it. If the area is subject to erosion – and nearly all land surfaces are – the fossil will soon be washed out and destroyed.

   The third step is that this depositional area must at some time become an erosional area, so that wind and water wear it down and uncover the buried remains.

   The fourth step necessary for the recovery of a fossil is that when the fossil is uncovered, someone knowledgeable has to walk along that ridge, or study the face of that cliff, and locate the fossil and recover it. The time frame for this recovery varies, but it is necessarily short. The fossil is protected, but also invisible, until it is exposed. As soon as it is exposed, wind and water attack it, and they can destroy it quickly. The best fossils are found when someone spots an exposed bone that turns out to be part of a buried skeleton and is therefore still well preserved. But many fine fossils have been washed away because no one happened to see them when they were first exposed, or the people who saw them didn't realize what they were seeing.

   The conditions that have to be met in order for a fossil to be found are relatively rare.

   (A) Animals that die are quickly eaten by scavengers and reduced to bone chips within a short period of time.

   (B) For an animal or a plant to become fossilized, it must be buried before other animals or the elements destroy the body.

   (C) A fossilized animal must first be covered by layers of soil for a length of time and then be uncovered by erosional forces.

   (D) A fossil must be protected from the elements for as long as it is buried.

   (E) The best fossils are those that have not been washed away and scattered before they are found.

   (F) An exposed fossil needs to be found and recognized by someone for what it is before it is destroyed by the elements.

3. One of the major hazards for deep-sea divers is decompression sickness (DCS), more commonly known as "the bends." This sometimes fatal condition is caused by gas bubbles forming in the bloodstream if the diver ascends too rapidly. These bubbles travel in the blood and may become lodged anyplace in the body. Most commonly, they get trapped in joints, particularly the spine. The resulting pain causes the diver to bend over, hence the name of the condition.

   The reason gas bubbles form has to do with the saturation and desaturation of body tissues with various gases. At increasingly great depths, the diver breathes air at higher pressures. This results in an increased quantity of air being dissolved in the bloodstream. Different body tissues are saturated with different gases from the air at different rates. When the diver rises to the surface, oxygen is used by the body tissues, carbon dioxide is released quickly, and nitrogen remains. The nitrogen needs to be released gradually from the bloodstream and body tissues. If nitrogen is

subjected to a too rapid pressure reduction, it forms bubbles. Not only do these bubbles collect in joints, but they also become trapped in capillaries. This prevents blood and oxygen from supplying necessary nutrients to body tissues, which consequently begin to die.

Saturation and desaturation are affected by various factors such as the depth, length of time, and amount of exertion under water. There are other factors that must be taken into account when determining a safe ascent rate. These include the diver's sex and body build, the number of dives undertaken within the previous 12 hours, the time spent at the dive location before the dive, and the composition of the respiration gas.

Diving tables set guidelines based on statistical probabilities of getting the bends. However, someone who stays within the suggested limits can still get DCS. Since even a mild case can leave a diver permanently disabled, it is imperative that divers recognize the symptoms. Unfortunately, such symptoms can be similar to those of the flu or a strained muscle, something that occurs frequently when divers are handling heavy equipment, using improperly fitted gear, or engaging in unaccustomed activity. Because even professionals can have difficulty diagnosing DCS, the most reliable test is to recompress the patient and see whether the symptoms abate.

Decompression sickness (DCS) is a sometimes fatal condition that affects deep-sea divers.

(A) DCS is the formation of gas bubbles in the bloodstream caused by the different saturation and desaturation rates of gases under pressure.
(B) Most people are more familiar with the term "the bends," referring to the way a diver bends over in pain.
(C) Body tissues die when nitrogen prevents blood and oxygen from bringing important nutrients.
(D) Saturation and desaturation rates of gases are affected by factors that divers need to take into consideration.
(E) DCS can be misdiagnosed as the flu.
(F) The best way to diagnose DCS is to put the patient through recompression.

4. One of the most basic laws of economics is that nothing of value is free. Sometimes this is dubbed "tanstaafl." The word *tanstaafl* is formed from the initials of the statement: "There ain't no such thing as a free lunch." What this means is that everything that has value must be paid for in currency, labor, or by some other means.

Not only do people have to pay for everything that has value, but governments do as well. Governments have a lot of expenditures – public buildings, roads, military, etc. – and to get the necessary money, they tax their citizens. Nobody likes to pay taxes, and history has shown that when taxes get too high, people eventually revolt and overthrow the offending government. To avoid raising taxes, a government must find another way to deal with the problem of getting money to meet its expenses.

A case in point is the government of the Roman Empire. The Roman government taxed its citizens in order to pay for the expenses of running such a vast empire. It became apparent that if it raised taxes further, it risked provoking unrest. So it came up with the idea of clipping the denarius, a coin made of 94 percent silver. When the tax collectors brought in people's taxes paid in silver coins, the Roman treasury clipped, or shaved the edges off, the coins. The clippings were minted into new coins. For a time, this gave the government the money necessary for its budget.

But it did not take the Roman people long to realize that some of their coins were missing silver. Therefore, they either refused to accept the clipped coins or charged more coins for their goods or services.

In later centuries a system called reeding came into practice. A reeded coin has grooves along its edge making it easy to see whether or not clipping has taken place. But since the Roman government still needed money and clipping no longer served its purpose, the Roman treasury started melting down coins and reminting them with a mixture of base metal, such as copper. However, each time a coin was melted down and reminted with a base-metal mixture, the content of precious metal became less and that of base metal, more. When the Roman people realized that their money was being debased, they responded by hoarding coins. Whenever they got a good coin, one with a high percentage of silver in it, they kept it. They spent only bad coins, those with a low percentage of silver. This behavior is explained by Gresham's Law, which states: Bad money drives good money out of circulation. When debasement happens, money loses its value and prices inevitably rise.

The Roman government tried various ways of dealing with the economic problem of running their Empire.

- (A) The Roman officials understood the concept of *tanstaafl* – that nothing of value is free.
- (B) Like Roman people, the Roman government had expenses, which in the case of the Empire included building cities, maintaining roads, and keeping an army.
- (C) The Roman Treasury met expenditures by taxing citizens until further tax increases would have caused discontent.
- (D) The Roman currency was the denarius, which was composed of 94 percent silver.
- (E) By clipping silver from an old coin, the Treasury was able to mint new coins until the people became wise and the coins had to be reeded.
- (F) A further need for money caused the Roman Treasury to start the practice of minting coins that were debased.

EXERCISE R24 *Organizing information into charts*

In the following exercise, each passage is followed by a list of answer choices and two categories. Follow the specific instructions underneath each passage about how to match the answer choices to the correct categories. Not all of the answer choices will be used.

Early Greek columns were built in two main styles, or orders – the Doric and the Ionic – named after Greek dialects. Of these two orders, the Ionic is the more slender – but is most notably different in the decoration of the capital, the part that rests on top of the column. While the capital of the Doric column is plain and unadorned, that of the Ionic is characterized by two pairs of prominent spiral scrolls, one pair on each side of the capital, which may have been inspired by curling leaves of foliage. Between the scrolls other ornamentation, such as an egg and dart pattern, were often carved for added embellishment.

Select the appropriate phrases from the answer choices and match them to the style of column to which they relate. TWO of the answer choices will NOT be used.

Answer Choices	Ionic
A. Larger in comparison	• D
B. Styles of Greek dialects	• F
C. An unembellished capital	**Doric**
D. A capital adorned with spiral scrolls	• A
E. A split column	• C
F. Added decoration between scrolls	

You should write *D* and *F* in the Ionic column because it is described as having spiral scrolls on the capital and added embellishment between them. You should write *A* and *C* in the Doric column because the Doric column is described as larger and its capital is described as unadorned. Since *B* concerns the origin of the names for the two types of columns and *E* concerns information not stated in the passage, they are not appropriate for either category.

1. Initially, underground homes are more expensive to build than conventional houses. In order to avoid a home resembling a dark, dank basement, much care and expense must be put into designing a home with well-placed windows and skylights that ensure brightness and fresh air. Conventional homes have much more straightforward designs. Also, expensive and sophisticated waterproofing techniques need to be used to keep moisture out of an underground home. However, in the long term, underground homes save the owner a great deal of money in heating and air-conditioning costs. Underground houses require much less energy than conventional homes because the soil temperature is relatively stable and the concrete walls can store the sun's heat and radiate it into the rooms at night.

   Select the appropriate phrases from the answer choices and match them to the type of home to which they relate. ONE of the answer choices will NOT be used.

Answer Choices	Underground Homes
A. Expensive to build	• ____
B. Higher energy costs	• ____
C. Unstable soil temperatures	**Conventional Homes**
D. Waterproofing to avoid dampness	• ____
E. Easier to design	• ____

2. The earliest form of dueling was the clash of mounted knights armed with lances in medieval tournaments. These duels were often purely sporting affairs in which special nonlethal lances were used. They provided entertainment for the spectators and kept the knights in good condition for battle. Later, in Elizabethan days, duels no longer took place on horseback, and the lance was exchanged for a sword and dagger. The sword was held in the right hand and used for attacking, while the dagger was held in the left hand and used for defense. Dueling with swords was not a sport but used as a means to decide a point of honor. This form of dueling later became obsolete with the invention of pistols, which brought about a whole new set of rules and etiquette unique to that form of dueling.

Select the appropriate phrases from the answer choices and match them to the period of dueling to which they relate. ONE of the answer choices will NOT be used.

Answer Choices	Early Forms of Dueling
A. Unique set of rules	• ____
B. Clashes in battle	• ____
C. Defense of one's honor	**Later Forms of Dueling**
D. Entertaining spectacles	• ____
E. Use of horses	• ____

3. Playing marbles was supposedly popular in ancient Egypt, and it has yet to lose its popularity. There are several different games played with marbles, but the main object of all marble games is to hit a target with a marble. "Shooting the marble" is accomplished by flicking a marble that is balanced on the index finger with a quick movement of the thumb. The best-known marble game is called "ringtaw." In this game, the players draw a circle on the ground. From a prearranged distance, they take turns shooting one of their marbles at other marbles placed in the circle. The object is to knock as many marbles out of the circle as possible. In another game, "fortification," the marbles are placed in the center of a series of concentric circles marked on the ground. The players must knock marbles out of the center circle and into the adjacent circle. A marble is considered out when a player has knocked it through all the circles. A third popular game uses holes instead of circles. In fact, this game is called "holes." Here, the players shoot their marbles into shallow holes dug in the ground.

Select the appropriate phrases from the answer choices and match them to the type of game to which they relate. ONE of the answer choices will NOT be used.

Answer Choices	Ringtaw
A. Marbles knocked out of the circle completely	• ____
B. Marbles flicked into holes	• ____
C. Circles within circles drawn on ground	**Fortification**
D. One circle drawn on ground	• ____
E. Marbles knocked through one circle at a time	• ____

4. Sun City, South Africa; Disney World; and Sentosa Island are examples of the artificial, all-purpose holiday resort. These "tourism ghettoes," as they are referred to by seasoned travelers, isolate tourists from the real world and provide instead a sanitized package of pleasures. However much they are ridiculed and avoided by those looking for a cultural experience or seeking to study local fauna, they have proved their worth to those who are environmentally concerned with the welfare of the planet. Sun City, for example, was built on what had been useless scrubland, but now provides a haven for endangered or elusive wildlife. Unlike some traditional vacation spots, such as beach resorts that have destroyed the beauty of the area and have put heavy burdens on the infrastructure of coastal villages not designed for a large influx of people, these all-purpose resorts were carefully planned to

accommodate large numbers of tourists. Incorporated in this planning is concern for the environment and for the local inhabitants. An artificial resort can gather into one compact area the best that the host country has to offer. Artificial lakes can attract birds that would not normally be seen. Trees can be planted to provide homes for animals and insects. Even species that have been wiped out in the wild could be reintroduced.

Select the appropriate phrases from the answer choices and match them to the type of resort to which they relate. ONE of the answer choices will NOT be used.

Answer Choices	Artificial Resort
A. Accommodates large numbers of people	• ____
B. Is responsible for wiping out some species	• ____
C. Has damaged natural beauty	**Traditional Resort**
D. Provides sanctuary for wildlife	• ____
E. Puts burdens on local infrastructures	• ____

5. A few investigators, known as cryptozoologists, are dedicated to researching mysterious, unclassified beasts that orthodox scientists refuse to believe exist. One of the most celebrated mysteries being investigated by cryptozoologists is "Bigfoot," a large hairy humanoid creature that many people claim to have seen in parts of North America. In 1967, a film of what was purported to be Bigfoot was actually taken by an amateur photographer. Of course, this footage is almost certainly a hoax. Nevertheless, many people remain convinced of Bigfoot's existence.

Another humanoid creature, the Yeti or "abominable snowman" of the Himalayas, may be the most fascinating undiscovered creature. Many climbers and Sherpas claim to have seen the Yeti or its footprints, and local inhabitants of the mountains are convinced of its existence. As in the case of Bigfoot, some film footage that is alleged to be of this creature exists.

While cryptozoologists keep an open mind about their object of study, they are quick to point to cases in which the skeptics were proved mistaken. Those interested in water life can name as an example the giant squid, which was dismissed as the product of an overactive imagination until a specimen was washed up on a beach in 1873. The coelacanth, a large-bodied, hollow-spined fish and predecessor of the amphibians, was considered extinct until one was caught by a fisherman off the coast of South Africa in 1938. The Loch Ness Monster, however, has not been found and continues to provoke disagreements among researchers. In this case some authorities argue that while some kind of creature may really have been seen, it is probably a type of whale that penetrates the loch when the river feeding the loch floods.

Besides humanlike creatures and sea animals, cryptozoologists are also interested in land animals. The pygmy hippopotamus, for example – once claimed to be extinct – was eventually found to exist in East Africa. However, the Congo dinosaur and the Queensland tiger have not been found. These and other intriguing creatures will no doubt be the objects of much speculation as well as pursuit for years to come.

Select the appropriate phrases from the answer choices and match them to the type of creature to which they relate. TWO of the answer choices will NOT be used.

Answer Choices	Creatures Found to Exist
A. The hairy humanoid creature in North America called Bigfoot	• ____
B. The Yeti, known as the abominable snowman, of the Himalayas	• ____
C. The footage of North America	• ____
D. The specimen of a giant squid	
E. The large-bodied, hollow-spined coelacanth	
F. The Loch Ness Monster	**Creatures That Perhaps Don't Exist**
G. The land animals that cryptozoologists are interested in	• ____
H. The East African pygmy hippopotamus	• ____
I. The Congo dinosaur and the Queensland tiger	• ____
	• ____

6. Research investigating what happens when people sleep has shown that they typically journey through five distinct levels or stages of sleep. Each level corresponds to changes in body temperature, respiration and body movements, and electroencephalograph (EEG) patterns. EEG patterns refer to the patterns of electrical activity in the brain as measured by a device called an electroencephalograph.

The first stage is a period of quiet sleep during which muscle tension decreases and the brain produces irregular, rapid waves. If woken at this time, a sleeper may jerk suddenly and deny having been asleep. In the second stage, breathing and the heart rate slow down and brain waves become larger. In the third and fourth stages, bodily functions decrease more and brain waves become even larger.

The deepest sleep occurs in the fourth stage and is very difficult to awaken from. This is considered a regenerative period, when the body repairs itself. In fact, during illness people may fall immediately into a deep sleep because infection-fighting antibodies are produced in greater numbers in this stage. After a period of time in Stage 4, a sleeper ascends back through each of the stages. He or she then enters a new stage that is sometimes known as Stage 5, even though it is, in a sense, higher than Stage 1.

The fifth stage is reached, judging by brain activity, when a person appears to be sleeping lightly as in Stage 1 but is very hard to rouse. Because of this, the stage is sometimes called "paradoxical sleep." During this stage, people exhibit what are known as rapid eye movements (REMs), and frequently their toes and facial muscles twitch, whereas the large muscles seem paralyzed. It is believed that during this stage most dreaming occurs. If something happens to awaken someone during this stage, the sleeper frequently recalls vivid dreams.

During the course of an eight-hour period, most people seem to pass through five or six cycles of sleep. In the earlier cycles, sleepers typically descend down to Stage 4. However, after several complete cycles earlier in the night, they do not reenter the deeper stages, but fluctuate between REM and Stage 2. As the end of the sleep period approaches, body temperature begins to rise and the breathing and heart rate normalize.

Select the appropriate sentences from the answer choices and match them to the stages of sleep to which they relate. TWO of the answer choices will NOT be used.

Answer Choices

A. The muscles relax and the brain waves become uneven.
B. The EEG patterns indicate the different brain activities.
C. The phase for dreaming is considered to take place.
D. Denial of having been asleep if disturbed is a common reaction.
E. A person feels paralyzed despite having twitching muscles.
F. Rapid eye movement is observed.
G. There is a slowing down of both breathing and body movements.
H. To all appearances the person is sleeping lightly, but is difficult to arouse.
I. The person is sleeping the most profoundly.

One of the First Four Stages

- ____
- ____
- ____
- ____

Final Stage

- ____
- ____
- ____

Reading Mini-test 5

Check your progress in understanding summaries and charts (Exercises R22–R24) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Read each passage, then answer the question that follows.

One of the foremost American entertainers of the first part of the twentieth century was a part-Cherokee Native American named Will Rogers (1879–1935). Rogers was born in territory that would later become the state of Oklahoma and spent much of his youth riding horses and mastering the use of the lariat. These skills were refined into an entertainment act based on fancy rope tricks interspersed with humorous anecdotes and witty remarks. Traveling widely as a vaudeville entertainer, by 1915 Rogers had become a star act with the Ziegfeld Follies, a famous stage show. In 1918 his stage skills led to a new career as a movie actor both in silent films and later in the "talkies."

In the early 1920s, Rogers embarked on another profession, this time as a journalist writing weekly newspaper columns that reached millions of people worldwide. Beginning in 1930 he also broadcast regular radio addresses. What distinguished his journalistic approach was his firsthand experience of ordinary people and places and a wry sense of humor, often debunking establishment figures and institutions. This poking fun at the serious side of life, combined with an optimistic homespun philosophy, gave him immense popular appeal. He became a national and international celebrity and acquired the unofficial status of a goodwill ambassador during his travels in Europe. He also had a strong philanthropic streak and devoted money and time to charitable causes.

Rogers also had a keen interest in flying. He often wrote about the development of aviation and made friends with trailblazing flyers such as Charles Lindbergh. Another pioneering aviator, Wiley Post, invited Rogers to join him in testing the viability of a commercial route between the United States and Asia. Tragically, both Rogers and Post were killed when their plane crashed in northern Alaska. Rogers's death was felt deeply throughout the United States, and the public displays of mourning were heartfelt and widespread. The epitaph by his tomb is taken from one of his numerous quotable remarks and reminds us of the essential dignity of the man. It reads, "Never Met A Man I Didn't Like."

1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Will Rogers was a much loved, charismatic figure from the first part of the twentieth century.

Ⓐ The state of Oklahoma had been part of the Cherokee Native American nation to which Rogers belonged.
Ⓑ Rogers's interests as a youth gave him the skills to succeed in the entertainment world.
Ⓒ The Ziegfeld Follies was a famous stage show that Rogers participated in.
Ⓓ A sense of humor and an optimistic philosophy were characteristics that brought Rogers worldwide distinction as a journalist and goodwill ambassador.
Ⓔ Rogers's death in an airplane crash brought about widespread mourning for the highly esteemed celebrity.
Ⓕ Written on Rogers's tombstone is "Never Met A Man I Didn't Like," one of his remarks that highlights his dignity.

The importance of background music in a film cannot be overstated. It is instrumental in creating the mood the moviemaker wants to evoke. During the infancy of cinema, the importance of music was understood, but the relationship between music and the screen action was not fully appreciated. Thus, early musical material consisted of anything available, often bearing little relation to the emotional impact of the movie. Since techniques for movies to include sound had not yet been developed, music was provided by a single musician, a small band, or a full orchestra. These musicians played what they wanted, and a pianist good at improvisation was highly regarded.

As the commercial potential of the cinema became apparent, producers realized the advantage of each film having its own music. In 1908, Camille Saint-Saëns composed music specifically for a French film. However, this idea was before its time and was not embraced by the movie industry. Perhaps cinema musicians weren't ready to learn new pieces for each movie that came along, or perhaps the costs were prohibitive.

By 1913, special catalogs of music for specific dramatic purposes were available. Thus, musicians had at their disposal music that could be used for any scene from any movie. Much of this music consisted of works by famous composers and predated the advent of motion pictures. For example, Mendelssohn's wedding march was a typical catalog piece for wedding scenes and had been written before the appearance of motion pictures.

In 1922 a system that guaranteed synchronization of sound with image was developed, thus making music an essential part of filmmaking. At first, background music was used only if there was an orchestra or performer on screen because it was believed people would be bewildered about the origin of the sound.

A 1930s Western called *Cimarron* was the first film to experiment with background music without a visible means of production. The composer for this sound track was Max Steiner, a pioneer of film scoring. Steiner also composed the film score for *Symphony of Six Million* in 1932, the first film to have music underlying dialogue. The simple, somewhat naïve music of early film scores quickly developed into the sophisticated musical experience that moviegoers encounter today.

2. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

The way music is made to create mood in movies has undergone many changes throughout the history of cinema.

(A) Live musicians, who in earlier times had been improvising or playing what they wanted, were later given collections of pieces to play to set the mood.
(B) Camille Saint-Saëns was ahead of his time when he wrote music for a specific French film in 1908.
(C) Synchronization of sound and image made a practical reality of the previously failed idea that each film should have its own music.
(D) *Cimarron* and *Symphony of Six Million*, both movies from the 1930s, were breakthroughs in the music industry.
(E) Music evolved to underlie dialogues and to be heard in the background by an invisible means of production.
(F) In the infancy of cinema, people were naïve but since then have become sophisticated moviegoers.

Water scarcity is fast becoming one of the major limiting factors in world crop production. In many areas, poor agricultural practices have led to increasing desertification and the loss of formerly arable lands. Consequently, those plant species that are well adapted to survival in dry climates are being looked at for an answer to the development of more efficient crops to grow on marginally arable lands.

Plants use several mechanisms to ensure their survival in desert environments. Some involve purely mechanical and physical adaptations, such as the shape of the plant's surface, smaller leaf size, and extensive root systems. Xerophytes and phraetophytes are two kinds of plants that survive in the desert environment through adaptations of their physical structure. Xerophytes, which include cactuses, an adaptation from the rose family, are effective desert plants because they have spines instead of leaves. These spines protect the plant from animals, shade it from the sun, and help it collect moisture. Another adaptation is their shallow but extensive root systems. The roots radiate out from the plant and quickly absorb large quantities of water when it rains.

The mesquite tree is a type of phraetophyte. These plants have tiny leaves that close their pores during the day to avoid water loss and open them at night when they can absorb moisture. All phraetophytes have developed extremely long root systems that draw water from the water table deep underground. Some phraetophytes have developed a double-root system – the typical long and deep root system to collect ground water and a shallow one like the xerophytes to collect surface water.

Some desert plant adaptations are related to chemical mechanisms. For instance, some phraetophytes depend on their unpleasant smell and taste for protection, while many xerophytes have internal gums and mucilages that give them water-retaining properties. Another chemical mechanism is that of the epiticular wax layer. This wax layer acts as an impervious cover to protect the plant. It prevents excessive loss of internal moisture. It also protects the plant from external aggression, which can come from inorganic agents such as gases, or organic agents, which include bacteria and plant pests.

Researchers have proposed that synthetic waxes with similar protective abilities could be prepared based on knowledge of desert plants. If successfully developed, such a compound could be used to greatly increase a plant's ability to maintain health in such adverse situations as inadequate water supply, limited fertilizer availability, attack by pests, and poor storage after harvesting.

3. Select the appropriate survival tactics from the answer choices and match them to the type of plant to which they relate. TWO of the answer choices will NOT be used.

Answer Choices

A. Epiticular wax coating causes difficulties for storage after harvesting.
B. Internal chemical mechanisms allow water to be held.
C. Small leaves open to collect water and close to retain it.
D. Spines were adapted from leaves.
E. The smell and taste of the plant is unpleasant for predators.
F. The long roots spread out close to the surface of the ground.
G. The roots descend deep into the ground.
H. The cactus is an adaptation of the rose to desert environments.
I. Two sets of root systems collect ground and surface water.

Xerophytes

- ____
- ____
- ____

Phraetophytes

- ____
- ____
- ____
- ____

Reading Section Practice Test

When you have taken the Diagnostic Test and completed the exercises recommended in the Answer Key for any Reading questions you marked incorrectly, you can test your skills by taking this Reading Section Practice Test. You can take this test either in this book or on the CD-ROM that accompanies this book. The Reading Section Practice Test in the book is identical to the Reading section of Test 2 on the CD-ROM.

During the Reading Section of the actual TOEFL test, you may go back and check your work or change your answers before your time limit is up. Maintain the same test conditions now that would be experienced during the real test.

READING SECTION

Directions

In this section, you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase followed by an asterisk (*). Go to the bottom of the page to see a definition or an explanation of these words or phrases.

Questions 1–13

Cellular Slime Molds

Cellular slime molds are extraordinary life forms that exhibit features of both fungi and protozoa, although often classed for convenience with fungi. At one time they were regarded as organisms of ambiguous taxonomic status, but more recent analysis of DNA sequences has shown that slime molds should be regarded as inhabiting their own separate kingdom. Their uniqueness lies in their unusual life cycle, which alternates between a feeding stage in which the organism is essentially unicellular and a reproductive stage in which the organism adopts a multicellular structure. At the first stage they are free-living, separate amoebae, usually inhabiting the forest floor and ingesting bacteria found in rotting wood, dung, or damp soil. But their food supplies are relatively easily exhausted since the cells' movements are restricted and their food requirements rather large.

When the cells become starved of nutrition, the organism initiates a new genetic program that permits the cells to eventually find a new, food-rich environment. At this point, the single-celled amoebae combine together to form what will eventually become a multicellular creature. The mechanism by which the individual members become a single entity is essentially chemical in nature. At first, a few of the amoebae start to produce periodic chemical pulses that are detected, amplified, and relayed to the surrounding members, which then move toward the pulse origin. In time, these cells form many streams of cells, which then come together to form a single hemispherical mass. This mass sticks together through the secretion of adhesion molecules.

The mass now develops a tip, which elongates into a finger-like structure of about 1 or 2 millimeters in length. This structure eventually falls over to form a miniature slug, moving as a single entity orienting itself toward light. During this period the cells within the mass differentiate into two distinct kinds of cell. Some become prestalk cells, which later form into a vertical stalk, and others form prespore cells, which become the spore head.

As the organism migrates, it leaves behind a track of slime rather like a garden slug. Once a favorable location has been found with a fresh source of bacteria to feed on, the migration stops and the colony metamorphoses into a fungus-like organism in a process known as "culmination." The front cells turn into a stalk, and the back cells climb up the stalk and form a spherical-shaped head, known as the sorocarp. This final fruiting body is about 2 millimeters in height. The head develops into spores, which are dispersed into the environment and form the next generation of amoebae cells. Then the life cycle is repeated. Usually the stalk disappears once the spores have been released.

The process by which the originally identical cells of the slime mold become transformed into multicellular structures composed of two different cell types – spore and stalk – is of great interest to developmental biologists since it is analogous* to an important process found in higher organisms in which organs with highly specialized functions are formed from unspecialized stem cells. Early experiments showed which parts of the slime mold organism contributed to the eventual stalk and which parts to the head. Scientists stained the front part of a slug with a red dye and attached it to the back part of a different slug. The hybrid creature developed as normal. The experimenters then noted that the stalk of the fruiting body was stained red and that the spore head was unstained. Clearly, the anterior part of the organism culminated in the stalk and the posterior part in the spore head. Nowadays, experiments using DNA technology and fluorescent proteins or enzymes to label the prespore and prestalk cells have been undertaken. This more molecular approach gives more precise results than using staining dyes but has essentially backed up the results of the earlier dye studies.

***analogous:** similar

1. According to paragraph 1, how the slime mold should be classified used to be
   - (A) unknown
   - (B) uncertain
   - (C) controversial
   - (D) unfamiliar

Paragraph 1 is marked with an arrow [➡].

➡ Cellular slime molds are extraordinary life forms that exhibit features of both fungi and protozoa, although often classed for convenience with fungi. At one time they were regarded as organisms of ambiguous taxonomic status, but more recent analysis of DNA sequences has shown that slime molds should be regarded as inhabiting their own separate kingdom. Their uniqueness lies in their unusual life cycle, which alternates between a feeding stage in which the organism is essentially unicellular and a reproductive stage in which the organism adopts a multicellular structure. At the first stage they are free-living, separate amoebae, usually inhabiting the forest floor and ingesting bacteria found in rotting wood, dung, or damp soil. But their food supplies are relatively easily exhausted since the cells' movements are restricted and their food requirements rather large.

2. The word "ingesting" in the passage is closest in meaning to
   - (A) chewing
   - (B) catching
   - (C) absorbing
   - (D) consuming

Cellular slime molds are extraordinary life forms that exhibit features of both fungi and protozoa, although often classed for convenience with fungi. At one time they were regarded as organisms of ambiguous taxonomic status, but more recent analysis of DNA sequences has shown that slime molds should be regarded as inhabiting their own separate kingdom. Their uniqueness lies in their unusual life cycle, which alternates between a feeding stage in which the organism is essentially unicellular and a reproductive stage in which the organism adopts a multicellular structure. At the first stage they are free-living, separate amoebae, usually inhabiting the forest floor and ingesting bacteria found in rotting wood, dung, or damp soil. But their food supplies are relatively easily exhausted since the cells' movements are restricted and their food requirements rather large.

3. According to the passage, what is unusual about the slime molds' life cycle?
   - (A) They inhabit their own kingdom.
   - (B) They are organisms whose classification is ambiguous.
   - (C) They alternate between unicellular and multicellular structures.
   - (D) They are free-living organisms.

[Refer to the full passage.]

READING

4. According to the passage, what is the primary reason the cells need to combine into a single larger creature?
   - (A) To move to find a new food source
   - (B) To slow the rate of ingesting food
   - (C) To become separate creatures
   - (D) To create their own kingdom

[Refer to the full passage.]

5. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

   Starvation is reached when the population of cells is high in relation to the abundance of the food source.

   Where would the sentence best fit?

   Choose the letter of the square that shows where the sentence should be added.

When the cells become starved of nutrition, the organism initiates a new genetic program that permits the cells to eventually find a new, food-rich environment. A At this point, the single-celled amoebae combine together to form what will eventually become a multicellular creature. B The mechanism by which the individual members become a single entity is essentially chemical in nature. C At first, a few of the amoebae start to produce periodic chemical pulses that are detected, amplified, and relayed to the surrounding members, which then move toward the pulse origin. D In time, these cells form many streams of cells, which then come together to form a single hemispherical mass. This mass sticks together through the secretion of adhesion molecules.

6. The word "entity" in the passage is closest in meaning to
   - (A) division
   - (B) species
   - (C) piece
   - (D) unit

When the cells become starved of nutrition, the organism initiates a new genetic program that permits the cells to eventually find a new, food-rich environment. At this point, the single-celled amoebae combine together to form what will eventually become a multicellular creature. The mechanism by which the individual members become a single entity is essentially chemical in nature. At first, a few of the amoebae start to produce periodic chemical pulses that are detected, amplified, and relayed to the surrounding members, which then move toward the pulse origin. In time, these cells form many streams of cells, which then come together to form a single hemispherical mass. This mass sticks together through the secretion of adhesion molecules.

7. The word "others" in the passage refers to
   - (A) cells
   - (B) stalks
   - (C) spores
   - (D) kinds

The mass now develops a tip, which elongates into a finger-like structure of about 1 or 2 millimeters in length. This structure eventually falls over to form a miniature slug, moving as a single entity orienting itself toward light. During this period the cells within the mass differentiate into two distinct kinds of cell. Some become prestalk cells, which later form into a vertical stalk, and others form prespore cells, which become the spore head.

8. All of the following are mentioned in paragraph 4 as being parts of the multicellular slug EXCEPT

(A) the head
(B) the stalk
(C) legs
(D) spores

Paragraph 4 is marked with an arrow [➡].

➡ As the organism migrates, it leaves behind a track of slime rather like a garden slug. Once a favorable location has been found with a fresh source of bacteria to feed on, the migration stops and the colony metamorphoses into a fungus-like organism in a process known as "culmination." The front cells turn into a stalk, and the back cells climb up the stalk and form a spherical-shaped head, known as the sorocarp. This final fruiting body is about 2 millimeters in height. The head develops into spores, which are dispersed into the environment and form the next generation of amoebae cells. Then the life cycle is repeated. Usually the stalk disappears once the spores have been released.

9. In paragraph 4, why does the author refer to the fungus-like organism as a fruiting body?

(A) Because it has become one entity
(B) Because it is 2 millimeters in height
(C) Because it now has a stalk and head
(D) Because it has reached its reproductive stage

Paragraph 4 is marked with an arrow [➡].

➡ As the organism migrates, it leaves behind a track of slime rather like a garden slug. Once a favorable location has been found with a fresh source of bacteria to feed on, the migration stops and the colony metamorphoses into a fungus-like organism in a process known as "culmination." The front cells turn into a stalk, and the back cells climb up the stalk and form a spherical-shaped head, known as the sorocarp. This final fruiting body is about 2 millimeters in height. The head develops into spores, which are dispersed into the environment and form the next generation of amoebae cells. Then the life cycle is repeated. Usually the stalk disappears once the spores have been released.

10. Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

(A) The next generation of amoebae cells disperses into the environment by attaching themselves to spores on the head.
(B) After the spores that form the head are scattered around the area, they develop into a new generation of amoebae cells.
(C) The spores develop into amoebae cells and then become spread around the head of the slug.
(D) The spores spread throughout an area and develop into a new generation of amoebae cells.

As the organism migrates, it leaves behind a track of slime rather like a garden slug. Once a favorable location has been found with a fresh source of bacteria to feed on, the migration stops and the colony metamorphoses into a fungus-like organism in a process known as "culmination." The front cells turn into a stalk, and the back cells climb up the stalk and form a spherical-shaped head, known as the sorocarp. This final fruiting body is about 2 millimeters in height. The head develops into spores, which are dispersed into the environment and form the next generation of amoebae cells. Then the life cycle is repeated. Usually the stalk disappears once the spores have been released.

11. It can be inferred that developmental biologists are especially interested in the slime mold because

(A) the change in degree of specialization in its cells helps them to understand cell development in more complex organisms

(B) it is convenient to perform experiments on a creature that is composed of two different cell types

(C) scientists could form hybrid organisms in their experiments using the same process that slime mold uses to transform itself

(D) it is easy to find specimens on which to perform experiments

[Refer to the full passage.]

12. According to the passage, the recent DNA studies

(A) give similar results to the dye studies

(B) contradict the dye studies

(C) are less exact than the dye studies

(D) have introduced confusion about the dye study results

[Refer to the full passage.]

13. **Directions:** Select the appropriate phrases from the answer choices and match them to the stage of slime mold life cycle to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

Answer Choices

(A) Alteration between feeding and reproduction
(B) Bacteria-consuming amoebae inhabiting the forest floor
(C) Culmination of dyed cells in stalk and head
(D) Development of sorocarp
(E) Dispersal of spores
(F) Mass formed through the secretion of adhesion molecules
(G) Migration oriented to fresh source of food
(H) Production of chemical pulses causing members to merge
(I) Transformation of cells into stalk and head

Unspecialized Cells

-
-
-
-

Specialized Cells

-
-
-

Questions 14–26

The Coriolis Force

In the early part of the twentieth century, the Norwegian scientist and polar explorer Fridtjof Nansen noted that icebergs did not follow the path of the wind as common sense had assumed. Instead they tended to move to the right side of the direction in which the wind blew. A student of Nansen's, V. W. Ekman, showed that the rotation of the Earth leading to an inertial force known as the Coriolis force was responsible for this phenomenon. He further demonstrated that in the Northern Hemisphere the deflection was toward the right of the prevailing wind, and in the Southern Hemisphere the deflection was toward the left. The icebergs observed by Nansen were moved by ocean currents that also moved at an angle to the prevailing wind.

The Coriolis force itself is caused by the fact that the Earth rotates on its axis once per day, and hence all points on the planet have the same rotational velocity; that is, they take one whole day to complete a rotational circle. However, since a complete rotation around the Earth is shorter the further one is away from the equator, different points on the Earth travel at different speeds depending on degree of latitude. For example, a point on the equator travels the whole distance around the sphere (about 40,000 kilometers), whereas a point near the poles will travel a much shorter distance. Therefore, we can say that the linear speed of a point depends on its latitude above or below the equator. Thus the actual linear speed of a point on the surface is faster the nearer that point is to the equator.

Now if an untethered object (or current) is moving northward away from the equator in the Northern Hemisphere, it will also maintain the initial speed imparted to it by the eastward rotation of the Earth. That eastward deflection is faster at the equator than at more northerly (or southerly) latitudes, and thus, when the object reaches a more northerly point, it will be traveling faster in an eastward direction than the surrounding ground or water. The moving object will appear to be forced away from its path by some mysterious phenomenon. In reality the ground is simply moving at a different speed from the original speed at the object's (or current's) home position. The resulting direction of movement will therefore be at an angle of about 45 degrees to the original direction, so an object traveling north will move to the right in the Northern Hemisphere and to the left in the Southern Hemisphere with respect to the rotating Earth. An object traveling south will be deflected to the left in the Northern Hemisphere and to the right in the Southern Hemisphere.

As the surface water in the ocean is moved by the wind, it tends to veer* off at an angle of 45 degrees to the right or left. This movement exerts a drag on the water immediately below it, and the Coriolis force causes this layer to move and also to deflect to the right or left. This layer in turn drags the layer below, which in turn is deflected. At successively deeper layers, the water is deflected in relation to the layer above until at a depth of around 150 meters, the water is moving in a direction opposite to the surface water. At successively greater depths, the frictional forces between layers reduce the energy of the flow, causing water to move more slowly the deeper the layer. The resulting deflections produce a spiral pattern known as the Ekman spiral. The net movement of water is roughly at 90 degrees from the wind direction and is known as Ekman transport.

This phenomenon is an important factor in the movement of water in the oceans. Among other things, it creates zones of upwelling by forcing surface waters apart and other zones of downwelling by forcing surface waters together. For example, wind blowing parallel to the shore may create a net movement of water at 90 degrees away from the shore. Nutrient-rich deeper ocean water will upwell to take the place of the displaced water and thus profoundly influence the marine ecosystem.

***veer:** to suddenly change direction

14. The phrase "path of the wind" in the passage is closest in meaning to

(A) wind strength
(B) wind variation
(C) wind direction
(D) wind phenomenon

In the early part of the twentieth century, the Norwegian scientist and polar explorer Fridtjof Nansen noted that icebergs did not follow the path of the wind as common sense had assumed. Instead they tended to move to the right side of the direction in which the wind blew. A student of Nansen's, V. W. Ekman, showed that the rotation of the Earth leading to an inertial force known as the Coriolis force was responsible for this phenomenon. He further demonstrated that in the Northern Hemisphere the deflection was toward the right of the prevailing wind, and in the Southern Hemisphere the deflection was toward the left. The icebergs observed by Nansen were moved by ocean currents that also moved at an angle to the prevailing wind.

15. The phrase "this phenomenon" in the passage refers to

(A) the movement of icebergs
(B) the rotation of the Earth
(C) the direction of the wind
(D) the inertial Coriolis force

In the early part of the twentieth century, the Norwegian scientist and polar explorer Fridtjof Nansen noted that icebergs did not follow the path of the wind as common sense had assumed. Instead they tended to move to the right side of the direction in which the wind blew. A student of Nansen's, V. W. Ekman, showed that the rotation of the Earth leading to an inertial force known as the Coriolis force was responsible for this phenomenon. He further demonstrated that in the Northern Hemisphere the deflection was toward the right of the prevailing wind, and in the Southern Hemisphere the deflection was toward the left. The icebergs observed by Nansen were moved by ocean currents that also moved at an angle to the prevailing wind.

16. The word "rotates" in the passage is closest in meaning to

(A) spins
(B) travels
(C) twirls
(D) swivels

The Coriolis force itself is caused by the fact that the Earth rotates on its axis once per day, and hence all points on the planet have the same rotational velocity; that is, they take one whole day to complete a rotational circle. However, since a complete rotation around the Earth is shorter the further one is away from the equator, different points on the Earth travel at different speeds depending on degree of latitude. For example, a point on the equator travels the whole distance around the sphere (about 40,000 kilometers), whereas a point near the poles will travel a much shorter distance. Therefore, we can say that the linear speed of a point depends on its latitude above or below the equator. Thus the actual linear speed of a point on the surface is faster the nearer that point is to the equator.

17. We can infer that rotational velocity is

(A) the same as speed in kph
(B) different at different latitudes
(C) the same at different latitudes
(D) dependent on latitude

[Refer to the full passage.]

18. In paragraph 2, the author explains the differences in linear speed by
   - (A) arguing that an object moving north moves faster
   - (B) describing the linear velocity of the Earth
   - (C) identifying the eastward deflection of a current
   - (D) relating speed to the distance of a point from the equator

Paragraph 2 is marked with an arrow [➡].

➡ The Coriolis force itself is caused by the fact that the Earth rotates on its axis once per day, and hence all points on the planet have the same rotational velocity; that is, they take one whole day to complete a rotational circle. However, since a complete rotation around the Earth is shorter the further one is away from the equator, different points on the Earth travel at different speeds depending on degree of latitude. For example, a point on the equator travels the whole distance around the sphere (about 40,000 kilometers), whereas a point near the poles will travel a much shorter distance. Therefore, we can say that the linear speed of a point depends on its latitude above or below the equator. Thus the actual linear speed of a point on the surface is faster the nearer that point is to the equator.

19. According to the passage, a point near the equator in the Northern Hemisphere travels
   - (A) at the same speed as any other point
   - (B) faster than a point at a higher latitude
   - (C) slower than a point in the Southern Hemisphere
   - (D) at different speeds in different seasons

[Refer to the full passage.]

20. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

And conversely, if the object is traveling southward toward the equator, it will be moving more slowly than the surrounding land or water.

Where would the sentence best fit?

Choose the letter of the square that shows where the sentence should be added.

Now if an untethered object (or current) is moving northward away from the equator in the Northern Hemisphere, it will also maintain the initial speed imparted to it by the eastward rotation of the Earth. A That eastward deflection is faster at the equator than at more northerly (or southerly) latitudes, and thus, when the object reaches a more northerly point, it will be traveling faster in an eastward direction than the surrounding ground or water. B The moving object will appear to be forced away from its path by some mysterious phenomenon. In reality the ground is simply moving at a different speed from the original speed at the object's (or current's) home position. C The resulting direction of movement will therefore be at an angle of about 45 degrees to the original direction, so an object traveling north will move to the right in the Northern Hemisphere and to the left in the Southern Hemisphere with respect to the rotating Earth. D An object traveling south will be deflected to the left in the Northern Hemisphere and to the right in the Southern Hemisphere.

21. According to paragraph 4, where does water move in a direction contrary to surface layers of water?

(A) Directly below the surface
(B) At 90 degrees to the surface
(C) At all depths below the surface
(D) At 150 meters below the surface

Paragraph 4 is marked with an arrow [➡].

➡ As the surface water in the ocean is moved by the wind, it tends to veer off at an angle of 45 degrees to the right or left. This movement exerts a drag on the water immediately below it, and the Coriolis force causes this layer to move and also to deflect to the right or left. This layer in turn drags the layer below, which in turn is deflected. At successively deeper layers, the water is deflected in relation to the layer above until at a depth of around 150 meters, the water is moving in a direction opposite to the surface water. At successively greater depths, the frictional forces between layers reduce the energy of the flow, causing water to move more slowly the deeper the layer. The resulting deflections produce a spiral pattern known as the Ekman spiral. The net movement of water is roughly at 90 degrees from the wind direction and is known as Ekman transport.

22. In paragraph 4, why does the author explain that the wind tends to deflect the water to the right or left?

(A) To explain the concept of upwelling
(B) To demonstrate the effect of the Coriolis force
(C) To point out causes of rotational velocity
(D) To introduce the movement of ocean currents

Paragraph 4 is marked with an arrow [➡].

➡ As the surface water in the ocean is moved by the wind, it tends to veer off at an angle of 45 degrees to the right or left. This movement exerts a drag on the water immediately below it, and the Coriolis force causes this layer to move and also to deflect to the right or left. This layer in turn drags the layer below, which in turn is deflected. At successively deeper layers, the water is deflected in relation to the layer above until at a depth of around 150 meters, the water is moving in a direction opposite to the surface water. At successively greater depths, the frictional forces between layers reduce the energy of the flow, causing water to move more slowly the deeper the layer. The resulting deflections produce a spiral pattern known as the Ekman spiral. The net movement of water is roughly at 90 degrees from the wind direction and is known as Ekman transport.

23. The word "deflected" in the passage is closest in meaning to

(A) turned
(B) pushed
(C) shoved
(D) urged

As the surface water in the ocean is moved by the wind, it tends to veer off at an angle of 45 degrees to the right or left. This movement exerts a drag on the water immediately below it, and the Coriolis force causes this layer to move and also to deflect to the right or left. This layer in turn drags the layer below, which in turn is deflected. At successively deeper layers, the water is deflected in relation to the layer above until at a depth of around 150 meters, the water is moving in a direction opposite to the surface water. At successively greater depths, the frictional forces between layers reduce the energy of the flow, causing water to move more slowly the deeper the layer. The resulting deflections produce a spiral pattern known as the Ekman spiral. The net movement of water is roughly at 90 degrees from the wind direction and is known as Ekman transport.

24. Based on the information in paragraphs 1 and 4, which of the following best explains the term "Coriolis force"?

Ⓐ The force that creates currents
Ⓑ The force that moves icebergs
Ⓒ The force that opposes wind movement
Ⓓ The force that deflects ocean water

[Refer to the full passage.]

25. According to the passage, the Ekman spiral may affect

Ⓐ the distribution of ocean life forms
Ⓑ the direction of the wind
Ⓒ the speed of ocean currents
Ⓓ the frictional forces of water layers

[Refer to the full passage.]

26. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

Different linear speeds at different latitudes on the Earth cause the prevailing winds in the Earth's Northern and Southern Hemispheres to deflect water movements, thus creating Ekman spirals.

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-
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Answer Choices

Ⓐ Due to the Coriolis force, icebergs move at a right angle to the prevailing wind.
Ⓑ Because of the Earth's rotation, objects moving away from or toward the equator travel at different speeds in relation to fixed points at different latitudes.
Ⓒ In order to reach the correct destination, an airplane pilot must adjust direction to compensate for the Coriolis force.
Ⓓ Because of deflection and differences in linear speed, ocean currents move at an angle to the wind.
Ⓔ Water at successively lower levels is deflected at an angle to the layer immediately above it, and this creates a spiral.
Ⓕ Due to upwelling of water, marine life is rich in areas where Ekman spirals operate.

Questions 27–39

The Battle of Gettysburg

In June 1863, a Confederate army under the command of General Lee encountered a Union army commanded by General Meade near the town of Gettysburg, Pennsylvania. The ensuing battle, which lasted three days, is considered the most important single engagement of the American Civil War in that it effectually ended the Confederates' last major invasion of the North. Once the Southern Confederate army's offensive strategy was destroyed at Gettysburg, the Southern states were forced to fight a defensive war in which their weaker manufacturing capacity and transportation infrastructure led ultimately to defeat.

General Lee had ordered his Confederate army to invade the northern state of Pennsylvania in the hope of enticing the Union army into a vulnerable position. The strategy was also aimed at increasing the war weariness of the North and ultimately at leading Abraham Lincoln's government into concluding a peace deal and recognizing the independence of the Confederate South.

On the morning of July 1, the battle opened with Confederate troops attacking a Union cavalry division to the west of Gettysburg at McPherson Ridge. The Union forces were outnumbered but managed to hold their positions initially. Reinforcements came to both sides, but eventually the Union forces were overpowered and were driven back to the south of Gettysburg. Thousands of their soldiers were captured in this retreat. During the night the bulk of the Union army arrived and the troops labored to create strong defensive positions along Cemetery Ridge, a long rise of land running southward from outside the town, and on two hills just to the north and east of this crest. When it was fully assembled, the whole Union army formed a defensive arc resembling a fishhook. The Confederate forces, about one mile distant, faced the Union positions from the west and north in a larger concave arc.

Throughout July 2 Lee's forces attacked both Union flanks, leaving thousands of dead on both sides. To the south the Confederates overran the Union's advance lines, but they failed to dislodge the Union forces from their main positions. A strategically important hill on the Union army's left flank known as Little Round Top was stormed by the Confederates, but Meade's forces fought a skillful defensive battle and the attacks were unsuccessful. There was a devastating number of casualties on both sides.

On the third day of battle, General Lee decided to concentrate his attack on the center of the Union forces ranged along Cemetery Ridge. He reasoned, against the advice of others in his senior staff, that since the Union forces had reinforced both their flanks, their central defensive positions would be weaker and easier to overrun. As a prelude to the attack, the Confederate artillery bombarded the ridge for two hours, but inflicted less damage than they had expected, due to poor visibility. When the bombardment ceased, a Confederate infantry force of about 13,000 men charged courageously across the open land toward the Union lines on Cemetery Ridge about a mile away. This attack, now known as Pickett's Charge after the general whose division led it, failed in its objective to break the Union line.

With the failure of Pickett's Charge, the battle was essentially over and Lee's retreat began the following day. His exhausted army staggered toward safer territory in the South, leaving behind a scene of terrible devastation. Both sides had suffered excessive losses of men, but the Union had succeeded in preventing the Confederates from invading the North. So Gettysburg proved to be a decisive turning point in the Civil War and was celebrated as the biggest Union victory of the war.

27. The word "engagement" in the passage is closest in meaning to

(A) agreement
(B) meeting
(C) battle
(D) defeat

In June 1863, a Confederate army under the command of General Lee encountered a Union army commanded by General Meade near the town of Gettysburg, Pennsylvania. The ensuing battle, which lasted three days, is considered the most important single engagement of the American Civil War in that it effectually ended the Confederates' last major invasion of the North. Once the Southern Confederate army's offensive strategy was destroyed at Gettysburg, the Southern states were forced to fight a defensive war in which their weaker manufacturing capacity and transportation infrastructure led ultimately to defeat.

28. In paragraph 1, the author suggests that the Confederates lost the Civil War largely because their

(A) leaders were ineffective
(B) industrial capacity was weaker
(C) soldiers were unprofessional
(D) strategy was poorly planned

Paragraph 1 is marked with an arrow [➡].

➡ In June 1863, a Confederate army under the command of General Lee encountered a Union army commanded by General Meade near the town of Gettysburg, Pennsylvania. The ensuing battle, which lasted three days, is considered the most important single engagement of the American Civil War in that it effectually ended the Confederates' last major invasion of the North. Once the Southern Confederate army's offensive strategy was destroyed at Gettysburg, the Southern states were forced to fight a defensive war in which their weaker manufacturing capacity and transportation infrastructure led ultimately to defeat.

29. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

(A) General Lee tried to lure his soldiers into invading the North in order to defeat the Union army.
(B) The Union army was in danger of an invasion by General Lee's army due to its location in Pennsylvania.
(C) In the hope of luring the Union army into an exposed situation, General Lee's forces marched into Pennsylvania.
(D) The state of Pennsylvania was a suitable location for drawing out the Union army into a dangerous situation.

General Lee had ordered his Confederate army to invade the northern state of Pennsylvania in the hope of enticing the Union army into a vulnerable position. The strategy was also aimed at increasing the war weariness of the North and ultimately at leading Abraham Lincoln's government into concluding a peace deal and recognizing the independence of the Confederate South.

30. What can be inferred from paragraph 2 about the North's attitude about the war?

(A) It was angry at the loss of freedoms.
(B) It was keen on continuing the war.
(C) It was keen on independence.
(D) It was tired of waging war.

Paragraph 2 is marked with an arrow (➡).

➡ General Lee had ordered his Confederate army to invade the northern state of Pennsylvania in the hope of enticing the Union army into a vulnerable position. The strategy was also aimed at increasing the war weariness of the North and ultimately at leading Abraham Lincoln's government into concluding a peace deal and recognizing the independence of the Confederate South.

31. We can infer from the passage that, at Gettysburg, the Union army largely played which kind of strategy?

(A) An offensive strategy
(B) A strategy of hit and run
(C) A defensive strategy
(D) A strategy of wait and see

[Refer to the full passage.]

32. The phrase "this crest" in the passage refers to

(A) the Confederate forces
(B) Cemetery Ridge
(C) Union army reinforcements
(D) the town of Gettysburg

On the morning of July 1, the battle opened with Confederate troops attacking a Union cavalry division to the west of Gettysburg at McPherson Ridge. The Union forces were outnumbered but managed to hold their positions initially. Reinforcements came to both sides, but eventually the Union forces were overpowered and were driven back to the south of Gettysburg. Thousands of their soldiers were captured in this retreat. During the night the bulk of the Union army arrived and the troops labored to create strong defensive positions along Cemetery Ridge, a long rise of land running southward from outside the town, and on two hills just to the north and east of this crest. When it was fully assembled, the whole Union army formed a defensive arc resembling a fishhook. The Confederate forces, about one mile distant, faced the Union positions from the west and north in a larger concave arc.

33. Why does the author say the positions of the Union army resembled a fishhook?

(A) To give the reader a mental picture of the troops' positions
(B) To explain the appearance of the sharp pointed hooks used as weapons
(C) To suggest that taking a fishhook formation is a good tactic in war
(D) To imply that the ridge had a curved shape like that of a fishhook

[Refer to the full passage.]

34. The word "devastating" in the passage is closest in meaning to

(A) important
(B) desperate
(C) decisive
(D) ruinous

Throughout July 2 Lee's forces attacked both Union flanks, leaving thousands of dead on both sides. To the south the Confederates overran the Union's advance lines, but they failed to dislodge the Union forces from their main positions. A strategically important hill on the Union army's left flank known as Little Round Top was stormed by the Confederates, but Meade's forces fought a skillful defensive battle and the attacks were unsuccessful. There was a devastating number of casualties on both sides.

35. All of the following are implied in paragraph 5 as contributing to the failure of Pickett's Charge EXCEPT

(A) General Lee's refusal to listen to his generals' opinion
(B) the Confederate artillery's failure to cause much damage
(C) the Union's center being stronger than anticipated
(D) the Confederate infantry not performing at full strength

Paragraph 5 is marked with an arrow (➡).

➡ On the third day of battle, General Lee decided to concentrate his attack on the center of the Union forces ranged along Cemetery Ridge. He reasoned, against the advice of others in his senior staff, that since the Union forces had reinforced both their flanks, their central defensive positions would be weaker and easier to overrun. As a prelude to the attack, the Confederate artillery bombarded the ridge for two hours, but inflicted less damage than they had expected, due to poor visibility. When the bombardment ceased, a Confederate infantry force of about 13,000 men charged courageously across the open land toward the Union lines on Cemetery Ridge about a mile away. This attack, now known as Pickett's Charge after the general whose division led it, failed in its objective to break the Union line.

36. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

They were subjected to heavy artillery and rifle fire and sustained a huge number of casualties.

Where would the sentence best fit?

Choose the letter of the square that shows where the sentence should be added.

On the third day of battle, General Lee decided to concentrate his attack on the center of the Union forces ranged along Cemetery Ridge. [A] He reasoned, against the advice of others in his senior staff, that since the Union forces had reinforced both their flanks, their central defensive positions would be weaker and easier to overrun. [B] As a prelude to the attack, the Confederate artillery bombarded the ridge for two hours, but inflicted less damage than they had expected, due to poor visibility. [C] When the bombardment ceased, a Confederate infantry force of about 13,000 men charged courageously across the open land toward the Union lines on Cemetery Ridge about a mile away. [D] This attack, now known as Pickett's Charge after the general whose division led it, failed in its objective to break the Union line.

37. According to the passage, the battle of Gettysburg ended with (A) Lee signing a document of surrender (B) the Southern territories becoming much safer (C) Lee's army devastating the countryside in their retreat (D) a high death toll for both the Union and the Confederates	[Refer to the full passage.]

38. According to the passage, why was the battle of Gettysburg so decisive? (A) The Confederates lost so many troops. (B) It created war weariness on both sides. (C) The Confederates failed to capture Northern territory. (D) The Union troops gained confidence.	[Refer to the full passage.]

39. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Write the letters of the answer choices in the spaces where they belong.
Refer to the full passage.

The battle of Gettysburg was the battle that turned the tide of the American Civil War.

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Answer Choices

(A) The Confederate army's strategy was aimed at getting the North to seek a peace deal.

(B) The fighting was heavy from the beginning, and after two indecisive but bloody days, the main battle lines were drawn with reinforcements coming to both sides.

(C) The initial fighting was heavy, but at the end of the first two days General Meade's army seemed to be in a superior position.

(D) The Union army successfully overran most of General Meade's positions on the Confederates' left flank.

(E) A large-scale and devastating infantry advance by troops of the Confederate army failed to dislodge the Union army from their positions.

(F) The invading Confederate army retreated, leaving the North in a stronger position militarily and strategically.

Listening

The Listening section of the TOEFL® iBT test measures your ability to understand spoken English. You will see photographs of students and professors speaking and hear parts of conversations and academic lectures lasting from three to five minutes. Some of the lectures include classroom discussions. Each listening passage is followed by five or six questions. Each listening passage begins with a spoken statement that sets the context. For example, you will hear, "Listen to part of a conversation between a student and an advisor."

When listening, you must concentrate carefully and focus all your attention on the passage. Taking notes is permitted and recommended. All the information necessary to answer the questions can be found within the passage. You do not need any prior knowledge about the topic of the passage in order to answer the questions. Some questions begin by replaying a short excerpt from the listening passage, but most questions require you to remember what you heard.

You must choose the correct answer to each question from the choices on the computer screen by either clicking on the best choice of four possible answers or by following the special directions that appear in a box on the screen. After you choose your answer, click on the **Next** icon. You are then given the opportunity to check your answer. When you are ready, click on the **OK** icon. You must confirm your answer by clicking **OK** in order to continue.

Strategies to Use for Building Listening Skills

1. Listen to spoken English as much as possible.
The more you practice listening, the better listener you will become. There are many ways in which you can practice your listening skills. If you don't have the opportunity to listen to native English speakers in person, you can hear English spoken in movies, on TV, on the radio, or on the Internet. Try to understand unfamiliar words in context. Write down any words you don't understand so you can look them up in a dictionary later.

2. Listen to natural speech.
Most of what you hear in movies, documentaries, and TV or radio news reports is scripted speech. This means that what you are listening to has been planned and written down so that it can be read aloud. Although these sources provide good listening practice, they do not contain many of the natural speech features that will be heard in TOEFL listening passages. By listening to unscripted interviews, discussions, or debates, you can improve your ability to understand natural speech.

3. Listen to different accents.
Speakers from different English-speaking countries may be featured in the Listening section of the TOEFL iBT test. To become familiar with different accents and speech patterns, watch movies and TV shows and listen to radio programs from various English-speaking areas of the world.

4. Listen to authentic academic lectures.
Try to attend lectures given in English and take notes. If you have access to the Internet, the Web sites of some universities and research institutions provide free lectures and discussions that you can listen to as many times as you want. These lectures and discussions are useful for several reasons:

- You can improve your ability to listen to longer discourse.
- You have a choice of lectures and discussions on different topics.
- You have the opportunity to hear different accents and speech patterns.

5. Listen for stance.
When you listen to lectures and conversations in English, practice listening for clues that will help you understand the speaker's purpose, attitude, and degree of certainty. Look at the examples below:

(man) *I can't get this printer to feed the paper through.*

(woman) *Don't look at me. I'm hopeless at these things.*

In this conversation, we can infer that the man is seeking help to solve his problem, even though he doesn't directly ask for help. The woman's response indicates that she doesn't know how to help him, even though she doesn't say it directly.

(woman) *The exciting thing about this artist's innovative creativity is how the exhibition is bringing in such a wide range of people.*

The woman has not said that she likes the artist's work, but we can understand that she does because she has used the word *exciting* and the phrase *innovative creativity* when she refers to it.

(man) *As far as I know, no one has come up with a viable solution to this problem.*

In this statement, we can understand that the speaker himself does not know of anyone with a solution, but he is letting his listeners know that there might be someone who has one.

Strategies to Use for the Listening Section of the TOEFL iBT Test

Strategies for listening to the conversations or lectures

1. Take notes.
Taking notes will help you concentrate on and remember what's being said. You can use your notes to help you answer the questions. Try to write what you hear in a rough outline form that organizes the main ideas and details of the conversation or lecture.

2. Identify the main idea and the important details that support it.
The main idea is usually found at the beginning of the listening passage. Details may be found throughout the passage. The language in the conversations is often informal and concerns topics common to the everyday lives of young adults studying at a university. The language in the lectures and classroom discussions is more formal and usually concerns an academic topic. It is not necessary to have previous knowledge of a topic in order to answer the questions about a passage. All the information needed to answer each question is stated or implied within the passage.

3. Understand the purpose of the visual material.
There are three types of visual material that will appear on the screen in the Listening section of the TOEFL test. Each type has a different purpose, as described below.

Photographs of the speakers These pictures are provided to give you a general idea of who the speakers are and the context of the discussions, but they do not provide any information that will help you answer the questions. Focus your attention on what is being said – not on the photographs of the people.

Blackboards These visuals show a word or words that the professor refers to during the lecture or discussion. They are provided to help you with an unfamiliar term or concept the professor is discussing and appear only while the professor is referring to it.

Illustrations or graphs These visuals support the content of the discussion or lecture, and they appear only while the professor is referring to them. The illustrations or graphs may be a key to understanding the information the professor is presenting. Focus your attention on how the visual relates to what is being said.

4. Pay attention to stance.
Listen for clues to help you understand the speaker's stance. *Stance* refers to the speaker's purpose, attitude, or degree of certainty. Being aware of these features will help you answer some of the questions on the test.

Questions about stance often begin by repeating a short section of the passage. This repeated section gives the context for the question that follows. Read this conversation and the example of this question type that follows it:

(woman) *Have you really decided to change your major?*

(man) *Well, yeah, the engineering department will accept most of the work that I did toward my physics degree, so I switched to engineering just last week.*

(woman) *But won't the change set you back, I mean . . . uh . . . as far as graduating is concerned?*

(man) *A bit, maybe, but it looks like I will be able to catch up with most of the engineering courses by next year, so it really won't set me back too much, not that much. Besides, I think that I'll be happier in engineering.*

Listen again to part of the conversation. Then answer the question.

(man) *Well, yeah, the engineering department will accept most of the work that I did toward my physics degree, so I switched to engineering just last week.*

(woman) *But won't the change set you back, I mean . . . uh . . . as far as graduating is concerned?*

Why does the woman say this: *But won't the change set you back?*

In this question, the first repeated part sets the context – the man's change of major. The second part contains the information that the question relates to. In this case, the underlying meaning of the woman's question is that she is concerned that the man's change of major will mean that he will "set back," or delay, his graduation date.

Strategies for choosing answers

1. Be familiar with the types of questions on the test.
Many items consist of a question and multiple-choice answers. Other items have special instructions. You may be instructed to choose two answers. You may be instructed to click on the appropriate space in a chart. If you do not follow the instructions, you will get an "error" message telling you what you need to do. Not paying close attention to the instructions for each item or set of items can cause you to lose valuable time.

2. Listen to and read the question carefully.
Make sure you understand what is being asked before you read the answer choices.

3. Read the answer choices carefully.
All correct and incorrect answers include details mentioned in the conversation or lecture. An incorrect answer may contain information that is true but that does not answer the question. Sometimes an incorrect answer contains information that has been stated in a way that changes its meaning, and therefore does not answer the question.

4. Pay attention to time.
The total number of questions in the Listening section and the number of the item you are answering are displayed on the computer screen. There is also a clock on the screen showing the number of minutes and seconds you have left. You have a total of 20 minutes to answer the questions in the Listening section. The clock stops while you are listening to the passages and resumes when you start answering. Pace yourself according to the time and the number of questions you have left. Answer each question and proceed to the next one as quickly as possible.

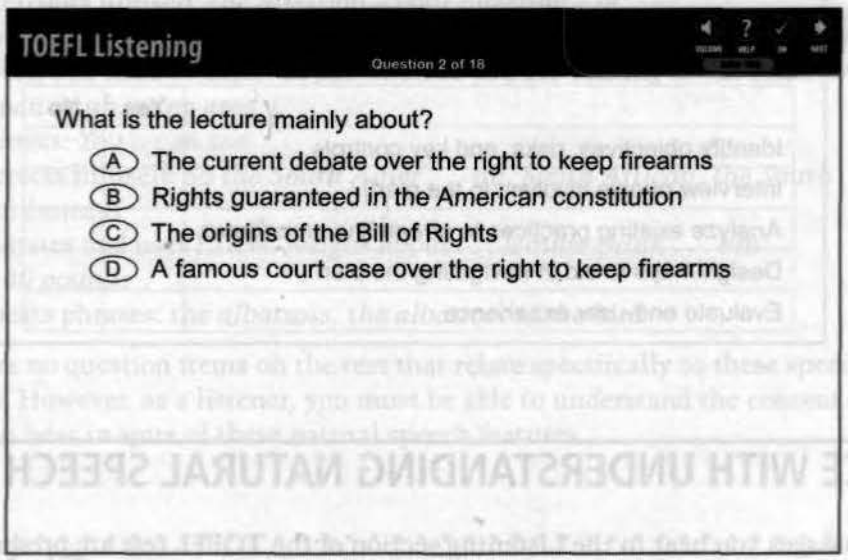
5. Check your answer before moving on to the next question.
In the Listening section, you cannot go back and change an answer after you have confirmed it. You will be asked to confirm your answer before you can go on to the next question. This gives you an opportunity to make sure you have chosen the answer you want. If you decide you have made a mistake after you have clicked on the **Next** icon, you can change your answer before you click on the **OK** icon. After you have confirmed an answer by clicking **OK**, you may not go back and change it.

6. Answer every question.
You must answer every question in the Listening section. If you do not know an answer, eliminate the answer choices you know are wrong. Then quickly decide which answer you think is best by taking a guess from the remaining choices. If you try to skip a question, you will get an "error" message and lose valuable time.

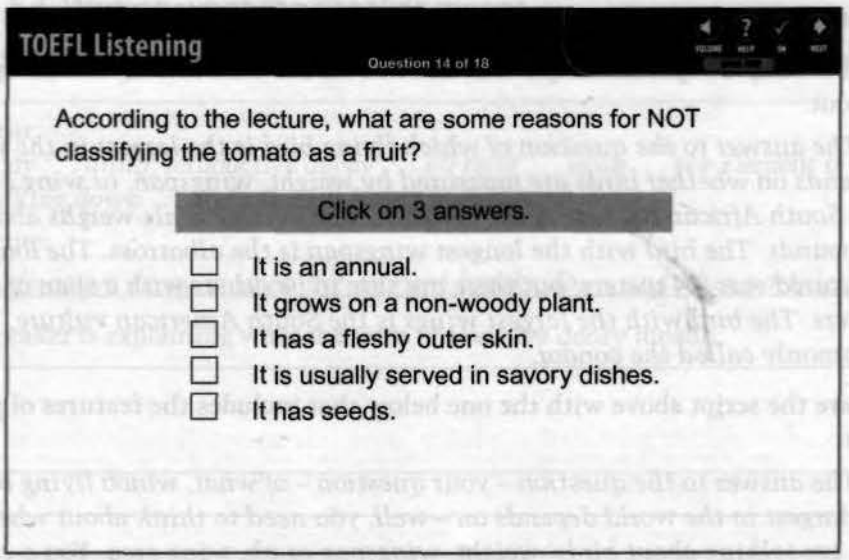
BASIC LISTENING QUESTION TYPES

There are three basic question types in the TOEFL iBT Listening section. Familiarizing yourself with these question types and becoming skilled at how to answer them will help you navigate more quickly on the day of the test.

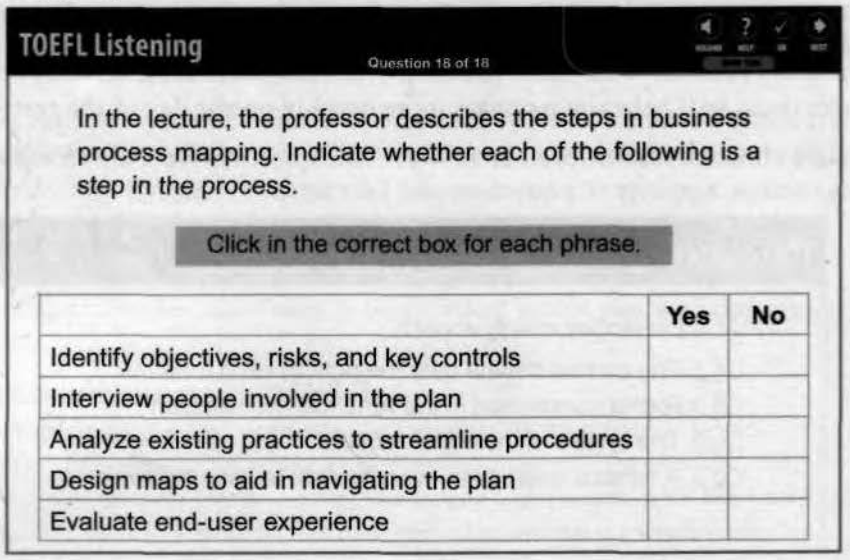
1. Multiple choice with one correct answer This question type, also found in the Reading section, consists of a question and four answer choices.



2. Multiple choice with two or more correct answers This question type consists of a question and two or more answers out of four or more answer choices. These items appear as follows:



3. Chart This question type requires test takers to complete a chart. These items appear as follows:



PRACTICE WITH UNDERSTANDING NATURAL SPEECH

The passages you hear in the Listening section of the TOEFL test are presented in natural speech. In natural speech, speakers interrupt themselves and make mistakes, then correct themselves. They hesitate in the middle of a phrase or use a filler such as *um* or *uh* while they think. They may stutter, repeat phrases, or restart what they were saying by either repeating the same words or using different words.

Read this scripted speech sample that has had all the elements of natural speech taken out.

> *The answer to the question of which flying bird is the largest in the world depends on whether birds are measured by weight, wingspan, or wing area. The South African bustard is the heaviest. The average male weighs about 40 pounds. The bird with the longest wingspan is the albatross. The longest measured was 3.4 meters, but there are sure to be others with a span of 3.6 meters. The bird with the largest wings is the South American vulture, commonly called the condor.*

Compare the script above with the one below that includes the features of natural speech.

> *The answer to the question – your question – of what, which flying bird is the largest in the world depends on – well, you need to think about whether you are talking about birds' weight, wingspan or uh, wing area. You c-can see how the biggest bird is different, right, based on what you're measuring. OK? So the South Amer . . . uh, South African, the South African bustard is the heaviest. Um . . . the average male weighs about . . . lemme think . . . um . . . about 40 pounds. And . . . uh . . . the bird with the longest wingspan,*

the albatross, the albatross is the bird that when measured from, you know, the tip of a wing to the tip of the other, is the longest wingspan. The longest measured was 3.4 meters, but there are sure to be others . . . others, say, with a span of approaching 4 meters. Now, the bird with the largest wings – that means area – is, is the South American vulture, commonly called . . . you would know it as the condor.

The speaker in the sample above uses many features of natural speech:

- He interrupts himself: *the question – your question – of*
- He restarts the sentence: *which flying bird is the largest in the world depends on – well, you need to think about whether you are talking about birds' weight, wingspan or uh, wing area.*
- He stutters: *You c-can see*
- He corrects himself: *So the South Amer . . . uh, South African, the South African bustard*
- He hesitates and uses fillers: *weighs about . . . lemme think . . . um . . . about 40 pounds*
- He repeats phrases: *the albatross, the albatross is the bird*

There are no question items on the test that relate specifically to these speech patterns. However, as a listener, you must be able to understand the content of what you hear in spite of these natural speech features.

Exercises L1–L3

Use Listening Exercises L1–L3 to develop your skills in listening to natural speech.

EXERCISE L1 🎧 *Writing what the speaker means*

Listen to the natural speech sample. Write what the speaker means.

You hear:

Decay . . . umm, radioactive decay . . . all right . . . is uh . . . the element is breaking down . . . and mmmm losing particles.

You write:

Radioactive decay is when the element breaks down and loses particles.

The speaker is explaining what the term *radioactive decay* means.

START ▶

1. _____
2. _____

3. _____

4. _____

STOP ■

EXERCISE L2 🎧 *Answering questions about content*

Listen to the natural speech sample. Answer the question that follows.

You hear:

Of . . . umm . . . two kinds . . . sliding and static . . . of friction. Two kinds of friction.

You read and hear:

What are the two kinds of friction mentioned?

You write:

sliding and static

START ▶

1. Where does food storage occur?

2. Why does the professor believe teachers have not succeeded in teaching critical-thinking skills?

3. What is the professor pointing out?

4. Under what conditions does the speaker think it is acceptable to borrow money?

STOP ■

EXERCISE L3 🎧 *Identifying the meaning of filler phrases and reductions*

Listen to the natural speech sample. Choose the answer that identifies what the speaker means.

You hear:

(woman) *D'you know someone who can help me with Spanish?*

(man) *You betcha.*

You read and hear:

What does the man mean by "You betcha"?

The man is

(A) telling the woman that he knows a Spanish speaker

(B) suggesting that the woman find someone herself

You should choose *A* because *you betcha* is a reduced form of "you bet your life" and indicates an affirmative answer to the woman's question.

START ▶

1. What does the woman mean by "let's say that"?
   The woman is
   (A) suggesting that they say what needs to be communicated
   (B) indicating that she is giving the man an example
2. What does the woman mean by "lemme see"?
   The woman
   (A) wants the man to show her his ID
   (B) is looking for the man's records
3. What does the woman mean by "come on now"?
   The woman is
   (A) showing her disbelief that the man doesn't remember
   (B) inviting the man to join her at the math lecture
4. What does the man mean by "see"?
   The man is indicating that
   (A) he is going to give an explanation
   (B) the woman should look at the blood samples

STOP ■

PRACTICE WITH UNDERSTANDING CONNECTIONS

Speakers connect their ideas by using referents and transitional expressions. When listening to the lectures and conversations on the TOEFL test, it is important that you follow the speaker's signals and understand referents.

Understanding referents

Instead of repeating information, speakers often use pronouns and short phrases that may refer back to a previously mentioned word or phrase or anticipate a word

or phrase that will be mentioned. These pronouns and short phrases are called *referents*. Referents are like links in a chain that connect information.

Look at the conversation below. Notice how the conversation is linked through the use of referents.

(man) *Twenty people are coming to our graduation party, so we'd better get some plastic cups.*

(woman) *There are a dozen in each package. We could buy two of them.*

(man) *Hmmm. That would be only four extra cups. Do you think we might need more than that?*

When the woman says there are "a dozen," she is referring to cups. When she suggests buying "two of them," she is referring to the packages, not the cups. When the man is concerned that they might need "more than that," he is referring to more than four extra cups.

Look at this example of how referents link the information in a passage:

The Aztecs of Mexico were probably the first people to domesticate the turkey. After Hernán Cortés conquered Mexico in 1521, he returned to Spain with specimens of this large bird. Its popularity spread throughout Europe. Later, domestic turkeys returned to the Western Hemisphere when the Pilgrims brought them from England.

"The first people" refers to "the Aztecs of Mexico." "He" refers to "Hernán Cortés." "The turkey" is linked throughout the passage by the words and phrases "this large bird," "its popularity," "domestic turkeys," and "them."

Look at how the above example may have sounded in a lecture.

Probably, but we can't know for sure, uh, the Aztecs of Mexico were the first Indi- . . . uh, people, the first people to domesticate the turkey. Hernán Cortés, uh, after Hernán Cortés conquered Mexico, that is, um, the A-Aztecs of Mexico, in 1521, he took specimens of this bird back to Spain, along with other New World items, of course. Now once in Spain, its popularity spread through different countries in Europe, like to England . . . England was one of those countries. Then later, when the Pilgrims left England, they brought with them domestic turkeys. So in this way, the turkeys then returned to the Western Hemisphere . . . via, uh, via the Pilgrims.

Understanding transitional expressions

To connect ideas, speakers use transition words and phrases that give signals to their listeners. These signals smooth the flow of ideas by showing the relationship of one idea to the next. Good listeners use them to understand the relationships between the ideas in a conversation or lecture. Good speakers use them to lead their audience smoothly through their ideas.

Read the following passage. It does not have any transition words to help the listener understand how the ideas are related.

The bioluminescent flashlight fish does not actually light up. It has a saclike organ under each eye that contains luminous bacteria. The bacteria glow constantly. The fish can control the light by eye movements. The flashlight fish uses its lights to search for food in the dark depths. The fish finds food. It

blinks rapidly to signal its mates. An intruder threatens. The fish can startle it by shining its light. It can flash its light and abruptly change directions. Its predators are confused, and the flashlight fish makes its escape. Bioluminescence has many advantages for the flashlight fish.

Now read the same passage with transition words, which are underlined.

The bioluminescent flashlight fish does not actually light up. Instead, it has a saclike organ under each eye that contains luminous bacteria. Although the bacteria glow constantly, the fish can control the light by eye movements. The flashlight fish uses its lights to search for food in the dark depths. Once the fish finds food, it blinks rapidly to signal its mates. If an intruder threatens, the fish can startle it by shining its light. It can also flash its light and then abruptly change directions. As a result, its predators are confused, and the flashlight fish makes its escape. In short, bioluminescence has many advantages for the flashlight fish.

The connecting words and phrases above help lead the listener by signaling contrasts (*instead, although*), sequences (*once, then*), conditions (*if*), additions (*also*), results (*as a result*), and a summary (*in short*).

(For more information and practice, see Practice with Understanding the Connection of Ideas, p. 164; and Exercises R4–R8 and Reading Mini-test 2, pp. 167–177.)

Exercises L4–L8

Use Listening Exercises L4–L8 to develop your skills in understanding connections.

EXERCISE L4 *Identifying referents*

The referents in each sentence are underlined. If the reference word or phrase refers back to information already given in the sentence, draw a backwards arrow (←) and write the information that it refers to to the left of the arrow. If the reference word or phrase anticipates information, draw a forward arrow (→) and write the information that it refers to to the right of the arrow.

While tide pools can survive natural assaults, they are defenseless against humans.

tide pools ← they

The pronoun referent *they* refers back to *tide pools*.

Because of their vitality and pervasiveness, Greek myths and legends should be studied for a full appreciation of European culture.

their → *Greek myths and legends*

The possessive adjective *their* anticipates *Greek myths and legends*.

1. People once thought the word *abracadabra* had mystical powers, so they wore this word inscribed on amulets as a good-luck charm.

they

this word

2. For the subject matter of her novels, Willa Cather used the frontier life of the Nebraska prairie of her youth.

subject matter

her

her

3. During a drying time of six to eight weeks, the nutmeg shrinks away from its hard seed coat until the kernels rattle in their shell when shaken.

a drying time

its

their

4. To pass his time away in jail, Charles duc d'Orléans smuggled out rhyming love letters to his wife, and this may have been the beginning of the custom of sending Valentine cards to loved ones.

his

his

this

EXERCISE L5 🎧 *Identifying referents in conversation*

Listen to part of a conversation. Then write the word or phrase that each referent refers to. After you have completed all the items, listen again and check your answers.

(For additional practice, see Exercises G17, p. 112, and G19, p. 115; Exercises R4–R8 and Reading Mini-test 2, pp. 167–177; Exercise S11, p. 321; and Exercise W4, p. 382.)

You hear:

(man) *I've never been to Scandinavia, so I've decided I'm gonna spend the summer there.*

(woman) *That'll be expensive, won't it?*

(man) *Hmmm, not really. My grandfather is from a small Swedish town near the Norwegian border. He has a sis . . . H-His sister still lives there. In Sweden.*

(woman) *Will you stay with her?*

(man) *For some of the time. The expensive part will be my stay in Denmark. I don't know anyone there.*

A. there *Scandinavia*

B. That *spending the summer in Scandinavia*

C. He *the man's grandfather*

D. His *the man's grandfather*

E. there *in a small Swedish town*

F. her *the grandfather's sister*

G. the time *the summer in Scandinavia*

H. there *Denmark*

START ▶

1. A. the one who wrote *Uncle Tom's Cabin* _____
   B. he _____
   C. her _____
   D. her _____
   E. the little lady who started the Civil War _____
2. A. when _____
   B. he _____
   C. it _____
   D. the idea _____
   E. that _____
3. A. one thing _____
   B. its _____
   C. something _____
   D. they _____
   E. they _____
4. A. it _____
   B. These _____
   C. one _____
   D. that _____

STOP ■

EXERCISE L6 🎧 *Identifying referents in a lecture*

Listen to part of a lecture. Write the word or phrase that each referent refers to. After you have completed all the items, listen again and check your answers.

You hear:

A mushroom recently found in New Jersey is more than three times as old as any previously discovered. As you know, mushrooms are rather fragile, so fragile that they are seldom preserved for long. So we don't have many specimens. However, this particular mushroom . . . that was found, . . . uh . . . 90 million years ago this mushroom was surrounded by tree resin, which then solidified into amber. Bark fibers and leaves were found in other pieces of amber in close vicinity of the mushroom. This sugg . . . suggests that the mushroom was growing on the rotting remains of a cedar tree. The New Jersey mushroom – tiny, only a few millimeters across – the New Jersey mushroom looks very similar to those belonging to the group of fungi, uh, those that make up "fairy rings" . . . you know . . . those kind of circles of mushrooms that you sometimes see on lawns.

A. any *previously discovered mushrooms*
B. specimens *preserved mushrooms*
C. this particular mushroom *the mushroom found in New Jersey*
D. This suggests *bark fibers and leaves in pieces of amber found close by*
E. those kind of circles of mushrooms *fairy rings*

START ▶

1. A. this happening _____
   B. these people _____
   C. these problems _____
   D. their ideas _____
2. A. the dream _____
   B. this climb _____
   C. these are granted _____
   D. a few groups _____
3. A. He did this _____
   B. a particular problem _____
   C. such divisions _____
   D. which are divisible _____

STOP ■

EXERCISE L7 🎧 *Following signals*

Listen to part of a lecture. Underline the transition word or phrase that the speaker uses to indicate the relationship of one idea to the next. Then in your own words, write the information that the speaker is emphasizing with the signal (transition word) used. There may be more than one signal in an item.

You read and hear:

The dramatic changes during an insect's life cycle through metamorphosis are of utmost importance. This is what prevents competition for resources within the species itself.

You write:

metamorphosis prevents a species from competing with itself

You should underline the phrase *utmost importance* because this is the speaker's signal for the listener to pay particular attention to what is important. The speaker is highlighting the importance of metamorphosis as the phenomenon that prevents a species from competing with itself, so you should write this in the space.

START ▶

1. Land reform can involve large estates being parceled out in smaller plots. In contrast, it can also involve small landholdings being consolidated into larger estates.

   _____

2. Using word connotations that have powerful associations for your reader or listener has the effect of making your facts or opinions appear more attractive or less attractive. Consequently, writers and speakers use connotations to persuade their audience.

   _____

3. Sea defenses are built to prevent beaches from being washed away. However, these defenses may be the cause of land erosion further along the coastline.

   _____

4. After the beginning draft of a paper is finished, first put away the paper and do something else and then go back to it later with a clear mind.

_____

5. The decomposition in organic matter is important for the release and circulation of minerals into the environment. In particular, detritus feeders, like shrimp in the sea and earthworms on land, have a role in the breakdown of dead material.

_____

STOP ■

EXERCISE L8 🎧 *Using signals for understanding conversations and lectures*

Read the question, then listen to the conversation or lecture. Use the signals to help you answer the questions.

You read:
The speaker talks about the making of cloisonné in different time periods. What is contrasted in the making of cloisonné?

You hear:
Cloisonné is a kind of fine pottery made from a particular kind of clay and fired in a kiln. It has . . . cloisonné has an enameled surface decorated with elaborate designs, the, uh, outlines are formed by small bands of metal. The, uh, Byzantines excelled in making this kind of pottery up until the 15th century. However, in the last hundred years, Japan and China have been the leaders in the . . . in the production of cloisonné.

You write:
the Byzantines making cloisonné in the 15th century, and Japan and China being the producers during the last century

The connecting word *however* signals that a contrast is being made. The Byzantines' production of cloisonné until the 15th century is contrasted with production in Japan and China in the last century.

START ▶

1. The professor tells the students that features of dinosaur tracks provide information. What are the features, and what information does each provide?

_____

_____

_____

_____

2. The professor talks about reactions of trees against pest attacks. What are the results of pest attacks?

_____

_____

_____

_____

3. The students review information about three kinds of tail fins. What are the kinds of fins, and what details are given about them?

_____

_____

_____

_____

4. The student gives an extended example as an explanation for concepts in physics. What is the example, and what concepts does it explain?

_____

_____

_____

_____

STOP ■

PRACTICE WITH IDENTIFYING TOPICS

Identifying the topic of a conversation or lecture immediately will help you anticipate the information you will hear and the details you will need to remember in order to answer the questions.

The topic is what the conversation or lecture is mainly about. It is usually found at the beginning of the listening passage. Look at the following example:

> *Arthritis is one of the oldest complaints that has tormented not only humans but animals as well. Even dinosaurs suffered from it millions of years ago. The earliest known example of one with arthritis is the platycarpus. So it is natural that you will also see arthritis in the animals that are brought into pet clinics. Today we will be comparing slides of the bone structure of healthy animals and arthritic animals to help you diagnose arthritis in the future.*

The topic of arthritis is stated at the beginning of this lecture. Although the speaker discusses different aspects of the topic, arthritis remains the main topic of the lecture.

Sometimes a broad topic is narrowed down to a specific topic. Other times, it appears that the speaker or speakers are going to discuss one topic, but then the topic is changed. Read the following example:

(woman) *Before we start today, I would like to remind you that the video conference will be shown in the Franklin auditorium . . . uh, the debates between the candidates for the coming election.*

(man) *Excuse me. Uh, will we be able to ask the speakers questions and uh, or take part in any of the deb- . . . uh, the discussions?*

(woman) *No, we won't. Some of the larger state universities will be able to take part, but we only have the facilities to listen . . . unfortunately.*

(man) *Is the university doing anything toward improving our facilities?*

(woman) *Well, yes, in fact, they are. They are budgeting a large sum of money, so, uh, in order to build a conference center, here on this, the main, campus. This center is supposed to include all the facilities needed.*

(man) *When will that be? I mean, is there a proposed date for these facilities to be ready?*

(woman) *Uh-huh, but I'm afraid they will probably be, uh, the center will be open after you have graduated. You know, because the building will take at least a year to complete and it's still only in the planning stage.*

Although the first speaker introduces the first topic of the discussion – a video conference of debates between candidates for an election – the topic changes to the facilities for video conferencing at the speakers' university. The remainder of the conversation concerns the university's plans for improving its facilities.

Exercises L9–L12

Use Listening Exercises L9–12 to develop your skills in identifying topics.

EXERCISE L9 🎧 *Predicting the topic*

Listen to the statement. Predict the topic to be discussed, and write your prediction in the space.

You hear:
The molecular structure of synthetic vitamins is the same as that of natural vitamins.

You write:
vitamins

The lecture will probably continue with more information about vitamins.

START ▶

1. _____
2. _____
3. _____
4. _____
5. _____

STOP ■

EXERCISE L10 🎧 *Identifying the topic from the first statement*

Listen to the first statement of a conversation or lecture. Choose the answer that states the topic.

You hear:
Of all nonprofessional architects, Michelangelo was the most adventurous.

(A) professional architects
(B) adventurous architects
(C) Michelangelo's architecture
(D) Michelangelo's adventures

You should choose *C* because the speaker will probably continue the talk by explaining in what ways Michelangelo's architecture was adventurous.

START ▶

1. (A) uses of acupuncture in the West
   (B) China in recent years
   (C) the practice of acupuncture
   (D) ancient cures for arthritis

2. (A) fabric
   (B) muscles
   (C) millimeters
   (D) lengths

3. (A) communications technology
   (B) challenges in communications
   (C) educational satellites
   (D) educational possibilities

4. (A) the Spanish literature seminars
   (B) the Spanish courses offered
   (C) the history of Spain
   (D) the Golden Age of Spanish literature

5. (A) the signs and symptoms of influenza
   (B) the signs and symptoms of the common cold
   (C) similarities between the common cold and influenza
   (D) highly contagious diseases

6. (A) the lack of human protein in diets
   (B) causes of malnutrition in the world
   (C) serious world problems
   (D) deficiency of animal protein in the human diet

STOP ■

EXERCISE L11 🎧 *Determining if the topic is stated in the first sentence*

Listen to the conversation or talk. Write *Yes* in the blank if the topic can be identified in the first sentence. Write *No* if it is not stated immediately.

You hear:

When a disaster such as an earthquake or a flood strikes, time is often a critical factor in providing needed shelter for people who are suddenly homeless and exposed to the elements. Ideally, the erection of a shelter should take a short time. The emergency use of tents has been the conventional answer to these situations. However, in many cases, those left homeless are in need of shelter for an extensive period of time. The temporary and insufficient nature of tent housing does not meet these longer-term requirements.

You write:

Yes

The talk is mainly about shelters for people left suddenly homeless. This is mentioned in the first sentence of the talk, and the speaker does not change to a different topic.

You hear:

By nine o'clock in the morning, the streets were lined with people. Somewhere in the distance a band was heard playing a marching song. Shopkeepers were locking their doors and joining the crowds. Everyone was craning their necks to see how long it would be before the first float in the parade reached them.

You write:

No

The talk is mainly a description of the start of a parade. The topic is not stated until the end of the passage.

START ▶

1. _____
2. _____
3. _____
4. _____
5. _____

STOP ■

EXERCISE L12 🎧 *Identifying a change in topic*

Listen to the passage. Write the topic in the space.

You hear:

Hygiene was almost unheard of in Europe during the Middle Ages. Consequently, millions of people died during various epidemics that raged throughout Europe. The worst outbreak of plague, called the Black Death, struck between the years 1347 and 1351. The populations of thousands of villages were wiped out. In fact, it is thought that about one-third of all the people in Europe perished during the Black Death.

You write:

the Black Death

Although the speaker begins by discussing hygiene, the talk is mainly about the epidemic of plague called the Black Death.

START ▶

1. _____
2. _____
3. _____
4. _____

STOP ■

Listening Mini-test 1

Check your progress in understanding natural speech, following the flow of information through referents and connecting words, and identifying the topic of a conversation or talk (Exercises L1–L12) by completing the following Mini-test. This Mini-test uses a format similar to the format used in the Listening section of the TOEFL iBT test.

Listen to the passage. Then answer the questions by choosing the letter of the best answer choice.

Now get ready to listen.

START ▶

Questions 1–3

Listen to part of a discussion between two friends.

1. What are the people discussing?
   - (A) Getting presents
   - (B) Purchasing books
   - (C) Attaching bar codes
   - (D) Working in a library

2. What is the woman referring to when she states, "that sounds like fun"?
   - (A) Unwrapping presents
   - (B) Unpacking books
   - (C) Having a birthday
   - (D) Logging in books

3. Which duty does the man like the least?
   - (A) Logging in books
   - (B) Attaching the bar code
   - (C) Opening boxes of purchased books
   - (D) Entering the data into the computer

Questions 4–6

Listen to part of a lecture from a history class.

4. What is the talk mainly about?
   - (A) American sharpshooters
   - (B) The czar of Russia
   - (C) Buffalo Bill's Wild West Show
   - (D) European heads of state

5. What is the woman referring to when she states, "That was in 1883"?
   - (A) The year Cody started the Wild West Show
   - (B) When Cody became known as Buffalo Bill
   - (C) The date William Cody was more widely known
   - (D) When the Wild West Show performed for heads of state

6. In addition to Annie Oakley, which other famous person traveled with Buffalo Bill?
   - (A) William Cody
   - (B) Queen Victoria
   - (C) Chief Sitting Bull
   - (D) Czar Alexander the II

Questions 7–9

Listen to part of a lecture from a music class.

7. What does the speaker mainly discuss?
   - (A) The turn of the century
   - (B) Ragtime in America
   - (C) Band concerts in America and Europe
   - (D) Early American musical forms

8. According to the professor, what is ragtime?
   - (A) A type of traditional music with regular beats
   - (B) One of John Philip Sousa's best-known marches
   - (C) A musical form that became popular around 1900
   - (D) A particular piece of music composed by William Krell

9. What does the professor contrast in his lecture?
   - (A) Regular beats and syncopation in music
   - (B) The different beats in waltzes and polkas
   - (C) Popular musical forms in America and Europe
   - (D) Krell's *Mississippi Rag* and Joplin's *Maple Leaf Rag*

Questions 10–12

Listen to a conversation between two students.

10. What are the people discussing?
    - (A) Security precautions at a museum
    - (B) A painting that thieves favor
    - (C) A popular painting among the public
    - (D) The most valuable painting in the museum

11. What does the woman mean by the phrase "being out on unauthorized loan for three years"?
    - (A) The curator did not authorize the painting to be on loan.
    - (B) A painting can be on loan for fewer than three years.
    - (C) The Rembrandt was stolen and recovered three years later.
    - (D) It took three years to paint unauthorized copies of the stolen paintings.

12. What reason is given for the painting's popularity among thieves?
    - (A) It's a Rembrandt.
    - (B) It's worth $5 million.
    - (C) It's easily recognized.
    - (D) It's relatively small.

STOP ■

PRACTICE WITH DETAILS

On the TOEFL test you may be asked about the details in a conversation or lecture. There are different types of questions that deal with details. These question types are described below.

Restatements

Sometimes the correct answer choice restates the detail using different words. Sometimes an incorrect answer choice will use the same words, but a change in word order has changed their meaning. Look at the example on the next page.

You hear:

(man) *What did you do over the summer, Donna?*

(woman) *Mostly I helped my father in his clothing store.*

(man) *I can't imagine you selling clothes.*

(woman) *I didn't. Remember, I'm studying accounting. I helped him with the bookkeeping. Also, I put price tags on the new clothes and designed the window displays.*

You read and hear:

What did Donna do over the summer?

Ⓐ She helped her father do the accounting.
Ⓑ She sold clothes in her father's store.
Ⓒ She displayed prices in the windows.
Ⓓ She designed new clothes.

You should choose *A* because Donna helped her father with the bookkeeping. This means the same as helping him do the accounting. Donna told the man that she didn't sell clothes. She designed window displays, not clothes, and she put prices on new clothes, not prices in the window.

Two correct answers

Some detail questions require two answers. These items have boxes instead of ovals in front of the answer choices on the screen.

You hear:

(man) *Why hasn't Frank come yet? He told me he'd be here first thing in the morning.*

(woman) *I'm sorry. Didn't I tell you he called and said he couldn't make it until this afternoon?*

(man) *No, you didn't. What time did he say he'd be here?*

(woman) *About four o'clock.*

(man) *Four o'clock! That means we'll be working on this report until midnight.*

You read and hear:

What did Frank tell the woman about getting together to work on the report? Choose 2 answers.

[A] He'd be there first thing in the morning.
[B] He couldn't make it first thing in the morning.
[C] He would come in the afternoon.
[D] He could stay from four o'clock until midnight.

You should choose *B* and *C* because Frank told the woman he couldn't make it in the morning but would be there in the afternoon.

Linking content

Sometimes you will hear a series of related bits of information, such as the steps in a process. The question will ask you to identify which sentences or phrases are part of the series described.

You hear:

Tomatoes are usually picked green. They are washed and sorted according to size and quality, and then they are packaged and sent to supermarkets. During transportation the tomatoes ripen to the bright red color we are accustomed to seeing on the shelves.

You read and hear:

The professor briefly describes a process. Indicate whether each of the following is a step in the process.

	Yes	No
A. The tomatoes are picked before they are ripe.	✓	
B. The tomatoes are cleaned and divided by size.	✓	
C. The tomatoes are transported to the grocery stores in boxes.	✓	
D. The tomatoes ripen when they are on the shelves.		✓

You should check *Yes* for *A*, *B*, and *C*, and *No* for *D*.

Matching

Some questions ask you to match descriptive terms or phrases with whatever was described.

You hear:

The fork, knife, and spoon are the most common eating utensils. These instruments all have handles, which are basically the same. They differ from each other in their use and the shape that use has dictated. The knife has a sharp blade for cutting and is not normally used for transferring food from the plate to one's mouth. The fork has three to four prongs, which are used to secure food that needs to be cut. It is also used to take more solid kinds of foods to the mouth. The spoon has a bowl shape in order for its user to consume liquid or semi-liquid food.

You read and hear:

Based on the professor's description, indicate the basic differences between the given utensils.

	Forks	Knives	Spoons
A. cutting blade		✓	
B. prongs	✓		
C. bowl shape			✓

You should check *Knives* for *A*, *Forks* for *B*, and *Spoons* for *C*.

Exercises L13–L17

Use Listening Exercises L13–L17 to develop your skills in understanding details. (For further information and practice, see Practice with Understanding Details and Recognizing Paraphrases, pp. 178–180; and Exercises R9–R14 and Reading Mini-test 3, pp. 180–198.)

EXERCISE L13 🎧 *Understanding restatements*

You will hear a statement. Choose the answer that gives the same information as the spoken statement.

> You hear:
> *Minute as atoms are, they consist of still tinier particles.*
> (A) Atoms are made up of even smaller particles.
> (B) Small particles consist of minute atoms.
>
> You should choose *A* because it gives the same information in different words.

START ▶

1. (A) In Homer's time, the people used many old words from the Kárpathos dialect.
   (B) The people in Kárpathos use many words that were used in Homer's time.
2. (A) In 1783, a Frenchman made the first manned flight in a hot-air balloon.
   (B) In 1783, a Frenchman made a twenty-five-minute flight in the first hot-air balloon.
3. (A) The Aztec word for "beautiful bird" is "quetzal," which means "tail feather."
   (B) The Aztec word for "tail feather" is the name given to one of the world's most beautiful birds – the quetzal.
4. (A) After an all-night march, 22 men stormed onto the Luding Bridge, thus cutting off the escape route of Mao Tse-tung's forces.
   (B) After an all-night march, 22 men captured the Luding Bridge to secure an escape route for Mao Tse-tung's forces.
5. (A) Centers were established to relieve those people stricken by the drought.
   (B) The drought-stricken areas set up many relief centers.
6. (A) The human past has been revolutionized by our concept of recently discovered fossils.
   (B) Our concept of the human past has been revolutionized by recently discovered fossils.
7. (A) In March 1783, explorers had not been able to locate the island that was vividly described in the captain's log.
   (B) In the captain's log, dated March 1783, is the vivid description of an island that explorers have been unable to locate.
8. (A) That numerous dead fish, dolphins, and whales have been spotted off the East Coast was reported by the authorities.
   (B) The authorities have spotted and reported numerous dolphins, whales, and dead fish off the East Coast.

STOP ■

EXERCISE L14 🎧 *Finding two answers*

Listen to the conversation or talk. Answer the question by selecting the TWO best answers.

You hear:

The black bear may seem friendly, but it is a dangerous animal that can maim or kill easily. If a bear is disturbed during the hibernation period, it is easily angered, and it is very hazardous to come between a mother and her cubs at any time. Because of the risk, it is never advisable to go closer than one hundred meters to a bear in the wild.

You read and hear:

When is the black bear most dangerous? Choose 2 answers.

[A] When it maims someone
[B] When it is separated from its cubs
[C] When it is closer than one hundred meters
[D] When it is awakened from its sleep

You should choose *B* and *D*.

START ▶

1. What can be said about fish rubbings? Choose 2 answers.
   [A] The art was practiced in various cultures.
   [B] The prints were slimy.
   [C] It is an ancient art.
   [D] It is a dying art.

2. What is true about Mughal Emperor Jahangir? Choose 2 answers.
   [A] He was from Baghdad.
   [B] He did not follow minting traditions.
   [C] He issued coins in the caliph's name.
   [D] He encouraged many art forms to flourish.

3. How is a metallurgical microscope different from an optical microscope? Choose 2 answers.
   [A] It can measure three-dimensional objects.
   [B] It allows for examination of unwieldy samples.
   [C] It is more delicate.
   [D] It has inadequate illuminating systems.

4. What is true about communication disorders? Choose 2 answers.
   [A] A problem with speech or hearing mechanisms is often caused by communication disorders.
   [B] Communication disorders can result from emotional or psychological problems.
   [C] Speech pathologists can help people with communication disorders improve their ability to communicate.
   [D] Communication disorders frequently result from the normal functioning of the brain.

STOP ■

EXERCISE L15 Getting all the facts

Listen to a passage. Then choose ALL the answers that contain information asked for in the question.

You hear:

Pioneers wanting to reach the West Coast of North America arrived by riverboat at Missouri River towns in the early spring. They hoped to cross the plains during the summer, when the prairie grass would provide food for their animals. They needed to cross the plains quickly because it was essential to get through the Rocky Mountains and arrive in California before the winter snows closed the mountain passes. Those who didn't make it through were stranded in the mountains without sufficient provisions for the entire winter.

You read and hear:

What details about the pioneer movement across North America does the passage include?

(A) The way pioneers reached Missouri River towns
(B) The time of year that pioneers traveled across the continent
(C) The importance of sufficient provisions
(D) The consequences of not passing through the Rocky Mountains before winter

You should choose *A*, *B*, and *D* because the passage states that *A* the pioneers reached the Missouri River towns by riverboat, *B* they hoped to cross the plains during the summer, and *D* the pioneers faced getting stranded by snow if they were late in getting through the mountain passes.

START ▶

1. What details about Victoria C. Woodhull's life does the lecture include?
   (A) The U.S. president she ran against
   (B) Examples of the radical movements she was involved in
   (C) The name of the journal she established
   (D) The role she adopted after losing the election

2. What details are included in the diving teacher's instructions to the students?
   (A) The depth at which the reef is found
   (B) The safety precautions she expects the students to follow
   (C) The way to signal for help in case of an emergency
   (D) The names of the corals she wants the students to identify

3. What details about the "hundredth-monkey" study does the professor give?
   (A) The area where the study took place
   (B) The people who conducted the study
   (C) The way the study was conducted
   (D) The type of publication in which the study was printed

4. What details about puppetry does the presentation include?
   (A) The puppets' cultural importance
   (B) The forms that traditional puppets have
   (C) The ways that puppets are made to move
   (D) The audiences' response to puppet shows

STOP ■

EXERCISE L16 🎧 *Recognizing information*

Listen to the discussion or lecture. Check (✓) the *Yes* column if the statement is true according to the details you heard. Check the *No* column if the statement is false according to the details you heard.

You hear:

The debt of lawn tennis to its French origins is illustrated in the unusual scoring system. This system probably stems from the habit of betting on individual points by the players or supporters. A game was worth one denier, *at that time a unit of French currency, so the points were worth the most convenient divisions of a denier. These were 15, 30, and 45* sous. *In time, the latter became 40.*

Deuce, *when both players have reached 40 in a game, is a corruption of the French* à deux, *meaning* both. *This may refer to both players having the same score – or to the fact that a player will need to take both of the next two points to win. The term (as dewce) was first known in England in 1598.*

The word love, *which means* zero, *may well come from the French word* l'oeuf, *meaning* egg. *The explanation for the use of the word* l'oeuf *is said to be the similarity of the shape of an egg to a zero. Modern player slang for a 6–0, 6–0 result is "egg and egg."*

You read and hear:

In the lecture, the professor explains how the vocabulary in lawn tennis is related to the French language. Indicate whether each of the following illustrates this relationship.

	Yes	No
A. The point system in tennis is based on the divisions of an old French monetary unit.	✓	
B. The word referring to two players needing two points is French for "both."	✓	
C. The word for zero is the French word for "love."		✓
D. The French word for "egg" refers to a score of 0.	✓	

You should check the *Yes* column for sentences *A*, *B*, and *D*. In *A*, the point system relates to the money divisions that were used for betting purposes. In *B*, the word *deuce*, which refers to when players have the same score and need two points to win, is a corruption of the French expression *à deux*, which means both. In *D*, an egg has a similar shape to a zero and the word that is used to mean zero in tennis is pronounced like the French word for *egg*. You should check the *No* column for sentence *C* because the word *love* is from the French *l'oeuf*, meaning *egg*.

START ▶

1. In the lecture, the speaker describes the steps in pigeon training. Indicate whether each of the following is a step in the process.

	Yes	No
A. Giving the young pigeon short practice flights		
B. Getting the bird to respond to its owner's call		
C. Removing the tag when the bird enters the cote		
D. Increasing the bird's stamina through extending the flight distance		
E. Releasing the bird with other birds from a central meeting place		

2. In the lecture, the professor describes events that undermined the gains the suffragettes had made in women's rights. Indicate whether each of the following is an event that hampered the movement.

	Yes	No
A. The Equal Rights Amendment passed in 1923		
B. The job crises during the Great Depression		
C. The passing of the married-persons clause law		
D. The campaign toward maintaining family morale		
E. The breaking away from traditional roles		

3. In the lecture, the professor describes a relationship between ants and aphids. Indicate whether each of the following is a benefit that aphids get from ants.

	Yes	No
A. Metabolizing of sap		
B. Production of honeydew		
C. Building of shelters		
D. Protection from predators		
E. Transportation to fresh leaves		

STOP ■

EXERCISE L17 🎧 *Organizing information*

Listen to the passage. Then match the words or phrases with the topics.

You hear:

The cavalry is the part of an army consisting of troops that serve on horseback. In Greek and Roman times, it was comprised of members of noble families and this distinction continued up to the Middle Ages. However, after the invention of gunpowder, this branch of the military service underwent great changes. With the development of heavy artillery and air forces, the cavalry has been displaced by armored regiments. Other than cavalry regiments that still retain a mounted squadron for ceremonial duties, this service has almost entirely disappeared.

You read and hear:

Indicate the era to which each of the details belongs.

	Cavalry regiments	Armored regiments
A. Troops from noble families	✓	
B. Heavy artillery		✓
C. Air force		✓
D. Mounted ceremonial duties	✓	

You should check the boxes under *Cavalry regiments* for *A* and *D*. The cavalry troops were members of noble families. The cavalry regiment still has a squadron on horseback, but they are only used for ceremonies. You should check the boxes under *Armored regiments* for *B* and *C* because the heavy artillery and the air force are the regiments that displaced the cavalry.

START ▶

1. The speaker talks about the shapes of snowflakes. Match each type below with the conditions under which it develops.

	Stars	Prisms	Plates
A. Extremely cold and dry			
B. Very cold and moderately humid			
C. Cold and humid			

2. The speaker talks about folk cures and what they were used for. Match the folk treatment to the properties it supposedly has.

	Antiviral	Antibacterial
A. Wormwood		
B. Powdered sugar		
C. Catfish slime		

3. The class discussion is about the development of refrigeration. Match each description with the corresponding form of refrigeration.

	Icehouse	Icebox	Refrigerator
A. Use of electricity			
B. Community use			
C. Home delivery			

4. The professor talks about cave formations. Match each cave formation with the corresponding water condition.

	Drops of water	Flow of water
A. Soda straws		
B. Stalactites		
C. Stalagmites		
D. Draperies		
E. Flowstones		

STOP ■

Listening Mini-test 2

Check your progress in understanding details in a conversation or lecture (Exercises L13–L17) by completing the following Mini-test. This Mini-test uses a format similar to the format used in the Listening section of the TOEFL iBT test.

Listen to the passage. Then answer the questions by choosing the letter of the best answer choice or by following the directions given.

Now get ready to listen.

START ▶

Questions 1–4

Listen to part of a discussion in an environmental science class.

1. In the discussion, the professor briefly explains the process that breaks down the ozone layer. Indicate whether each of the sentences is a step in the process of ozone depletion.

	Yes	No
(A) Artificial chemicals called CFCs are released into the atmosphere during the production of goods.		
(B) For economic reasons, CFCs continue to be used in some parts of the world.		
(C) Oxygen combines with CFCs, causing the depletion of the ozone layer.		
(D) The use of products containing CFCs allows CFCs to enter the atmosphere.		
(E) Ultraviolet light is able to reach the Earth's surface and damage DNA.		

2. Why is the professor cautious in her prediction of the future?
   - (A) She is not certain everyone will comply with the international agreements.
   - (B) She doesn't think the CFCs will disperse without some assistance.
   - (C) She doesn't believe the ozone layer can recover from the environmental abuse.
   - (D) She doesn't know if alternatives to CFCs are acceptable.

3. According to the professor, how do CFCs get into the atmosphere?
   - (A) They are a chemical reaction caused by ultraviolet rays.
   - (B) They migrate from the stratosphere.
   - (C) They are in the DNA of humans and plants.
   - (D) They are released through some products and processes.

4. According to the discussion, which of the following are contaminants?

   Choose 2 answers.

   A Dry-cleaning components
   B Nitrogen fertilizers
   C Oxygen atoms
   D Ultraviolet light

Questions 5–8

Listen to part of a lecture in a psychology class.

5. In the lecture, the professor describes three types of mind control. Match each behavior with the associated mind-control technique.

	Subception	Hypnosis	Brainwashing
(A) accepting implanted ideas after losing sense of reality			
(B) buying ice cream after an unconscious intrusion			
(C) carrying out a command at a given signal			

6. According to the professor, what is true of subliminal perception?
   - (A) It is used on unsuspecting people with great frequency.
   - (B) It is based on the fact that people are aware of a lot more than they realize.
   - (C) It could be used to make people do something they would consider unethical.
   - (D) It has been given special attention because of the uses it could be put to.

7. What else is true of subliminal perception?
   - (A) People forget what they were told after the experience.
   - (B) People are unaware that their minds are being influenced.
   - (C) People do silly things when given a signal.
   - (D) People may behave in a way that previously they would have considered unacceptable.

8. Which of the following did the professor NOT mention when speaking about brainwashing?
   - (A) Drugging
   - (B) Starvation
   - (C) Intimidation
   - (D) Sleep deprivation

Questions 9–12

Listen to part of a lecture on biotechnology.

9. In the lecture, the professor explains the field of study called biomimetics. Indicate whether each of the following is an example of biomimetic application.

	Yes	No
(A) Flying machines that emulate birds		
(B) Fastening devices that have hooks for grasping fabric		
(C) Skeletons that soften to change shape		
(D) Antler bone that is extraordinarily tough		
(E) Substances that copy photosynthesis to create energy		

10. According to the professor, what inspires architects and engineers?

(A) Natural forms
(B) Inventive ideas
(C) Freedom to create
(D) Biological problems

11. When talking about smart structures, what is the professor doing?

(A) Comparing the intelligence of structures with that of nature
(B) Stressing the similarity of the structures to fashion
(C) Referring to the self-directed nature of some processes
(D) Satirizing the processes in the natural world

12. What are some of the areas that researchers are investigating?

Choose 2 answers.

[A] The high resistance of wood to impacts
[B] The stimulus provided for inventive minds
[C] The structure of antler bone for its toughness
[D] The impact of biomimetic research in the twenty-first century

Questions 13–16

Listen to part of a discussion in a criminology class.

13. According to the discussion, which of the following is true about the illegal trade in art?

(A) It is more devastating than the illegal trade in weapons.
(B) It brings in more profits than the illegal trade in drugs.
(C) It is an illicit trade run by the Mafia.
(D) It equals other illegal trafficking in economic terms.

14. What does the professor say about inventories of cultural properties?

Choose 2 answers.

[A] They are useful only if the information is widely available.
[B] They could be used by criminals to find valuable treasures.
[C] They would be useful for police as well as customs agencies and insurance companies.
[D] They would help tourists from innocently getting involved in the black market.

15. Which problems in policing the trade in national treasures were discussed?

Choose 2 answers.

[A] The buyers are wealthy enough to pay officials to be quiet.
[B] People are afraid to turn in information about the criminals.
[C] The original owner cannot describe the property accurately.
[D] The criminals sell parts of a work of art separately.

16. What does the professor say about electronic surveillance?

(A) Some owners can't afford surveillance.
(B) Many thieves are clever enough to steal objects under surveillance.
(C) Some treasures aren't worth the expense.
(D) Many governments don't care about the depletion of their treasures.

STOP ■

PRACTICE WITH MAKING INFERENCES AND DRAWING CONCLUSIONS

Some things are not stated directly in a conversation or lecture. You have to understand the meaning through other clues within the passage.

Making inferences

Some questions require you to make inferences. These questions may be stated in the following ways:

- What does the woman imply about . . . ?
- Why does the professor mention . . . ?
- What can be said about . . . ?

Sometimes you will listen again to part of the lecture in order to answer the question.

You hear:

(professor) *When the person at bat hits the baseball, the ball and bat accelerate in opposite directions. The ball bounces back with a rebound energy equal to that of the bat. Uh, does my use of the term* bounce *in this case sound wrong to you? We say something bounces when it hits a stationary object. But, is it correct to say* bounces *when one moving object hits another moving object?*

You read and hear:

What does the professor imply when she says this: 🎧

You hear:

Uh, does my use of the term bounce *in this case sound wrong to you?*

(A) She's concerned that the students may not understand baseball.
(B) She has made a mistake in her description and is correcting herself.
(C) She wants to focus the students' attention on a particular feature.
(D) She's concerned the students will confuse *bounce* and *rebound energy.*

You should choose *C*. The professor has used the term *bounce* in a way that she thinks the students may think is incorrect. She wants the students to think about the way she has used the word.

Sometimes part of the lecture is repeated before the question is asked. The question contains part of the repeated lecture.

You read and hear:

Listen again to part of the lecture. Then answer the question.

You hear:

(professor) *Uh, does my use of the term* bounce *in this case sound wrong to you? We say something bounces when it hits a stationary object. But is it correct to say* bounces *when one moving object hits another moving object?*

You read and hear:

Why does the professor say this: 🎧

You hear:

But is it correct to say bounces *when one moving object hits another moving object?*

(A) To indicate to the students that she has made a mistake in her description
(B) To make the students think about what happens when two moving objects meet
(C) To indicate that she is going to focus the discussion on bouncing objects
(D) To correct the students' misunderstanding of rebound energy and bouncing

You should choose *B*. The professor has explained a concept in physics and is trying to get the students to think about whether the same thing happens when a moving object hits a stationary one as when a moving object hits another moving object.

Drawing conclusions

Some questions require you to draw a conclusion. Through details that are expressed or through general knowledge, you need to come to a conclusion.

You hear:

(professor) *OK. Now I would like to have you get into groups of three or four. I'm going to pass out an assignment sheet, and I would like you to decide in your group how you are going to approach the problems set in the handout. I think the handout is self-explanatory, but if you have questions, I'd like you to work out a solution of your own.*

You read and hear:

What can be inferred about the professor?

(A) He wants the students to make group decisions without his help.
(B) He does not expect the students to understand his explanations.
(C) He wants the students to come to the solution he thinks is correct.
(D) He is not concerned with helping students learn how to approach problems.

You should choose *A*. The professor has stated that the handout is self-explanatory, and he indicates that he is not willing to answer questions about the handout. He wants the group to work out their own solutions. You can conclude that he wants the students to work as a group to reach a solution without his help.

Exercises L18–L23

Use Exercises L18–L23 to develop your skills in understanding meanings that are not explicitly stated in conversations, discussions, and lectures.

EXERCISE L18 *Understanding inferences*

Listen to the following spoken passages. Answer *Yes* or *No* to the statement that follows each passage.

You hear:

(professor) *In a recent survey on smell, men and women were asked to smell samples of scents and to identify them. It was established that women in general have a more acute sense of smell than men, unless they are pregnant when, contrary to popular belief, a temporary loss of smell occurs.*

(narrator) *Both pregnant and nonpregnant women probably took part in the survey.*

You write:

Yes

You should write *Yes* in the space because women in both conditions must have taken part in the survey in order for the researchers to discover that nonpregnant women have a more acute sense of smell than men and that pregnant women have a less acute sense of smell than men.

START ▶

1. _____ 3. _____
2. _____ 4. _____

STOP ■

EXERCISE L19 🎧 *Drawing conclusions*

Listen to the passage. Choose the best answer based on the information given.

You hear:

"Moonshiner" was the name given to a person who made illegal alcohol. Many people preferred the taste of whiskey made in the old-fashioned way from recipes and techniques dating back to America's earliest Scotch-Irish pioneers.

You read and hear:

What might have been the reason that the makers of illegal alcohol were called "moonshiners"?

(A) Because there was no electricity, the early pioneers had to read their recipes by moonlight.
(B) Alcoholics probably like to see the shining moon.
(C) The people involved probably made it and sold it at night.
(D) The best whiskey is probably made during a full moon.

You should choose *C*. Since the makers of illegal alcohol were breaking the law, they probably worked at night, when there was less chance of being caught. They would have had to work by moonlight because lamplight could have been seen by the authorities.

START ▶

1. For what field might the new knowledge about polio be most useful?
   - (A) Statistics
   - (B) Medicine
   - (C) Education
   - (D) History
2. What will the man probably do as a result of this conversation?
   - (A) Take the course next semester
   - (B) Speak to the Spanish teacher
   - (C) Sign up for Spanish
   - (D) Take Italian
3. Why might Jean Muir have given so much attention to her staff?
   - (A) So her business could continue after her death
   - (B) So her collection could not be plagiarized
   - (C) So her collections could be sold quickly
   - (D) So her staff could take over the training
4. To what group of university students might this talk have been given?
   - (A) Political science majors
   - (B) Education majors
   - (C) English majors
   - (D) Art majors

STOP ■

EXERCISE L20 🎧 *Inferring reasons*

Listen to the passage. Then answer the question.

You hear:

(man) *Snow is a fantastic insulator. Ask the Inuits. However, the extraordinary efficiency of snow as an insulator makes it difficult to find a person buried in an avalanche.*

(narrator) *Why does the speaker mention the Inuits?*

You write:

Because the Inuit people would be authorities on snow.

The Inuit people live in a snowy climate. Therefore, they would know a lot about the properties of snow.

START ▶

1. _____
2. _____
3. _____
4. _____

STOP ■

EXERCISE L21 🎧 *Identifying attitudes*

Listen to the conversation. Choose the answer choices that identify the speakers' attitudes.

You hear:

(man) *Darn! I think I'm catching a cold – just when I need to be well to give my presentation. I've been sneezing all morning.*

(woman) *Oh, you're not coming down with anything . . . unless you have other symptoms. You've probably just breathed in some irritant.*

The man is

(A) annoyed
(B) angry

The woman is

(C) doubtful
(D) irritated

You should choose *A* because the speaker is annoyed about the possibility of being ill when he has to give a presentation. You should choose *C* because the woman gives her reasons for doubting that the man is getting ill.

START ▶

1. The woman is
   (A) critical
   (B) offended

   The man is
   (C) forgiving
   (D) defensive

2. The woman is
   (A) sympathetic
   (B) excited

   The man is
   (C) worried
   (D) uninterested

3. The woman is
   (A) overworked
   (B) enthusiastic

   The man is
   (C) welcoming
   (D) annoyed

4. The man is
   (A) upset
   (B) surprised

   The woman is
   (C) helpful
   (D) sarcastic

STOP ■

EXERCISE L22 🎧 *Identifying the speaker's purpose*

Listen to the passage. You will then hear part of the passage repeated. Choose the answer that identifies the speaker's purpose.

You hear:

(professor) *Well, today I had hoped to show you some computer slides but, uh, this morning when I popped into the lab to set up the equipment, I discovered that, uh, the projector needs a bulb replacement. Needless to say, we didn't have a spare. So, today you get to see my drawing skills, or, uh, shall I say lack . . . my lack of drawing skills instead of nice computer illustrations. So, please bear with me.*

You read and hear:

Why does the professor say this: 🎧

You hear:

So, please bear with me.

(A) To joke with the class
(B) To ask the class for their patience
(C) To make excuses for the situation
(D) To encourage the students to make sketches

You should choose *B* because the professor cannot show the computer illustrations and therefore has to draw the illustrations. He would like the students to be understanding about this situation.

START ▶

1. Why does the professor say this: 🎧
   (A) To find out if the students can think critically
   (B) To locate the competitive students in the class
   (C) To encourage students to oppose the premise of the question
   (D) To get the students to consider the question more deeply
2. Why does the professor say this: 🎧
   (A) To define a word that might be unfamiliar
   (B) To explain the effects of acidic by-products
   (C) To contrast two different dietary habits
   (D) To illustrate the dangers of eating carbohydrates
3. Why does the professor say this: 🎧
   (A) To direct the students in how to do well in exams
   (B) To explain why the students' answers to his question are wrong
   (C) To convince students not to be upset if they fail a test
   (D) To direct the students to consider another interpretation
4. Why does the professor say this: 🎧
   (A) To explain why she will be attending the workshop
   (B) To show her acquaintance with professional climbers
   (C) To give her approval of the rock-climbing workshop leaders
   (D) To convince students that they should pay as soon as possible

STOP ■

EXERCISE L23 🎧 *Identifying the speaker's meaning*

Listen to the conversation or lecture. Then choose the answer that identifies what the speaker means.

You hear:

(man) *Dr. Johnson, would you . . . uh . . . I need your signature on, this per-permission form so that I can get into Chemistry 205 . . . because, because my grade for the prerequisite course was low.*

(woman) *Well, Bill, a low grade indicates that you don't understand essential concepts. Are you up to taking the course?*

(man) *I think so. My brother . . . uh . . . kind of tutored me over the summer. We went back over all the material. I-I think I have a good grasp of it . . . now.*

You read and hear:

Listen again to part of the lecture. Then answer the question.

You hear:

Well, Bill, a low grade indicates that you don't understand essential concepts. Are you up to taking the course?

You read and hear:

What does the professor mean when she says this: 🎧

You hear:

Are you up to taking the course?

(A) She is refusing to sign the permission form for the man to register for chemistry.

(B) She is concerned the man doesn't have the background knowledge to do well.

(C) She doesn't have confidence in the brother's teaching abilities.

(D) She wants the man to go back over the prerequisite course materials.

You should choose *B* because the woman does not want to sign the form for the man if he doesn't have the knowledge from the prerequisite course in order to do well in the following course.

START ▶

1. What does the professor mean when he says this: 🎧

(A) He wants the student to stop wasting his time and her time and money.

(B) He is annoyed with students who consistently miss getting their work done on time.

(C) He is worried the missed deadline is a symptom of the student not being able to keep up.

(D) He is certain that the woman is too far behind to catch up and should drop the course.

2. What is the man doing when he says this: 🎧

(A) He is showing the woman his excitement on getting the information.

(B) He is telling the woman that he thinks she is teasing him.

(C) He is letting the woman know that he considers what she said to be untrue.

(D) He is asking for confirmation about his understanding of what the woman said.

3. What does the professor mean when she says this: 🎧

   (A) The students will see an obvious relationship immediately.
   (B) The statistics will be really interesting for the students.
   (C) The students will have difficulty interpreting the statistics.
   (D) The students will be able to see the projection of the transparency better than what is written on the board.

4. What can be inferred about the students?

   (A) They disagree with the professor's statement about political strife.
   (B) They have opposing views about the validity of the Declaration of Independence.
   (C) They do not agree on the premise that the pursuit of happiness is a good thing.
   (D) They believe that development, progress, and materialism meet the political goal.

STOP ■

Listening Mini-test 3 🎧

Check your progress in making inferences and drawing conclusions (Exercises L18–L23) by completing the following Mini-test. This Mini-test uses a format similar to the format used in the Listening section of the TOEFL iBT test.

Listen to the passage. Then answer the questions by choosing the letter of the best answer choice.

Now get ready to listen.

START ▶

Questions 1–5

Listen to an architecture professor talk about hazards in the home.

1. Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To correct a mistake she made
(B) To apologize for the use of asbestos
(C) To explain why asbestos is dangerous
(D) To present another disease caused by asbestos

2. Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) She is trying to shock the students.
(B) She is emphasizing the seriousness of the situation.
(C) She is impressing the students with her artistic abilities.
(D) She is introducing a cure for the diseases caused by synthetic materials.

3. Why does the speaker mention fires?

(A) To illustrate how unsafe wooden houses are
(B) To show other ways in which synthetic materials are dangerous
(C) To let people know about the toxic fumes when using natural alternatives
(D) To demonstrate what happens when cadmium is added to paint

4. What would be an example of a natural building material?

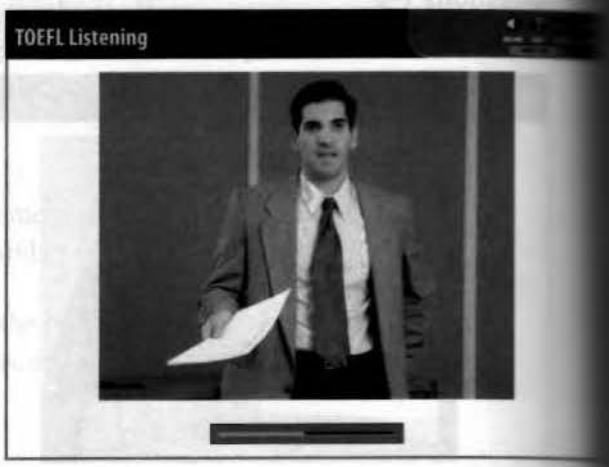
(A) Stone walls
(B) Aluminum door frames
(C) Linoleum flooring
(D) Plywood paneling

5. What might the listeners do as a result of this lecture?

(A) Tear down their houses
(B) Buy older homes
(C) Build new houses
(D) Modify their homes

Questions 6–9

Listen to a discussion between a professor and his students.



6. When would this discussion most likely take place?
   - (A) Before finals week
   - (B) At the beginning of the term
   - (C) Before summer vacation
   - (D) During a tour of the library

7. What would most likely be found at a library reserve desk?
   - (A) The latest romance novel
   - (B) The required course textbooks
   - (C) All the reference books
   - (D) An out-of-print book

8. What can be inferred about the articles?
   - (A) They can't be taken out of the library.
   - (B) They're out of print.
   - (C) They have an asterisk.
   - (D) They must be read before the following class.

9. What can be inferred about the two students?
   - (A) They are new students at the university.
   - (B) They agree that other students may not understand the system.
   - (C) They don't think that microfiche is the right kind of medium for course materials.
   - (D) They aren't sure about the assignment that the professor wants them to complete.

Questions 10–14

Listen to a talk given by a guest inventor.

10. Why does the lecturer say this:
    - (A) To indicate that the proverb isn't completely valid
    - (B) To emphasize that mothers are very important for inventions
    - (C) To argue that mothers are good inventors
    - (D) To underline the importance of necessity in motivating inventions

11. Why does the lecturer say this:
    - (A) To correct a possible misunderstanding
    - (B) To contrast the inventors and non-inventors
    - (C) To highlight the conflicting personality traits of an inventor
    - (D) To give an important characteristic that all inventors must have

12. Why does the speaker mention aspirin bottles?
    - (A) To demonstrate the continuing process of invention
    - (B) To illustrate failures
    - (C) To show how inventions can cause fatalities
    - (D) To show that you can't satisfy everybody all the time

13. What might happen as a result of this talk?
    - (A) A new bottle cap may be invented.
    - (B) Some new approaches to medicine may be discussed.
    - (C) A debate about the characteristics of inventors may take place.
    - (D) The group may become dissatisfied with inventors.

14. How does the speaker close the talk?
    - (A) By opening the floor to questions
    - (B) By suggesting a break
    - (C) By giving some hints
    - (D) By involving the audience

Questions 15–18

Listen to a discussion in a cultural anthropology course.

15. What are the students probably interested in?
   - (A) Collecting garbage
   - (B) Making orange juice
   - (C) Robbing graves
   - (D) Learning about cultures

16. Why does the professor mention orange peels?
   - (A) To demonstrate what can be learned from them
   - (B) To show how to find out how much orange juice a family drinks
   - (C) To encourage people to make their own juice
   - (D) To demonstrate how studying something organic is preferable

17. What would most likely be found in a Stone Age garbage dump?
   - (A) Rotten orange peels
   - (B) Broken stone tools
   - (C) Torn grass clothing
   - (D) Discarded animal skins

18. Why does the professor regret that most garbage is organic?
   - (A) Because our world is being filled with garbage
   - (B) Because it is disgusting to sift through
   - (C) Because its disintegration leaves no clues about its cultural origins
   - (D) Because its preservation is limited to the Arctic region

STOP ■

Listening Section Practice Test

When you have taken the Diagnostic Test and completed the exercises recommended in the Answer Key for any Listening questions you marked incorrectly, you can test your skills by taking this Listening Section Practice Test. You can take this test either in this book or on the CD-ROM that accompanies this book. The Listening Section Practice Test in the book is identical to the Listening section of Test 2 on the CD-ROM.

During the Listening Section of the actual TOEFL test, you may not go back to check your work or change your answers. Maintain the same test conditions now that would be experienced during the real test.

LISTENING SECTION

Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

In some questions, you will see this icon: 🎧. This means that you will hear, but not see, part of the question.

Some questions have special directions. These directions appear in a gray box.

Most questions are worth one point. A question worth more than one point will have special instructions indicating how many points you can receive.

You will have 20 minutes to answer the questions in this section.

Now get ready to listen. You may take notes.

START ▶

Questions 1–7

Listen to part of a lecture in a psychology class.

Now get ready to answer the questions. You may use your notes to help you answer.

1. What is the lecture mainly about?
   - (A) An analysis of genetically caused mental disorders
   - (B) A description of some common anxiety disorders
   - (C) An evaluation of the causes of some anxiety disorders
   - (D) A method of comparing different mental disorders

2. Why does the professor say that many people feel anxious when they visit a dentist?
   - (A) To emphasize the problems faced by social phobics
   - (B) To indicate that it is rational to have an anxiety attack in some situations
   - (C) To show that it is irrational to be anxious in many situations
   - (D) To give an example of a common anxiety trigger for most people

3. What does the professor say about specific phobias?
   - (A) Their object is usually safe.
   - (B) Their object is often dangerous.
   - (C) They become worse with age.
   - (D) They usually start in childhood.

4. Listen again to part of the lecture. Then answer the question.
   Why does the professor say this: 🎧
   - (A) To check that the students understand the joke
   - (B) To express disapproval of the students' behavior
   - (C) To emphasize her belief that this is truly bizarre
   - (D) To imply that this phobia seems funny to most people

5. Social phobia might include which of the following fears?
   - (A) Fear of heights
   - (B) Fear of enclosed spaces
   - (C) Fear of eating in front of others
   - (D) Fear of encountering dangerous animals

6. What does the professor imply when she says this: 🎧
   - (A) The term may not be familiar to the students.
   - (B) The term is not relevant to the lecture.
   - (C) The students should already know the term.
   - (D) The students should know the term from their textbooks.

7. What does the professor imply about treatment of phobias?
   - (A) Treatment rarely succeeds.
   - (B) Treatment is not usually necessary.
   - (C) Treatment is long and difficult.
   - (D) Treatment takes various forms.

Questions 8–12

Listen to a conversation between a student and a professor.

Now get ready to answer the questions. You may use your notes to help you answer.

8. Why does the student go to see his professor?
   - (A) To give the professor a questionnaire
   - (B) To find out why the professor asked to see him
   - (C) To ask the professor how to write a good questionnaire
   - (D) To let the professor know the results of the questionnaire

9. Why does the professor talk about fruit and vegetables?
   - (A) To illustrate a point
   - (B) To encourage a healthy diet
   - (C) To highlight people's preferences
   - (D) To give an example of a good statement

10. According to the professor, what should the student avoid in writing his questionnaire?

    Choose 2 answers.

    - [A] Thinking about the statements critically
    - [B] Helping the subjects answer the questions
    - [C] Alienating his subjects with statements that may be offensive
    - [D] Including statements for which he knows the probable response

11. Listen again to part of the conversation. Then answer the question.
    Why does the professor say this: 🎧
    - (A) To indicate that she needs to get some exercise
    - (B) To encourage the student to run through the statements
    - (C) To explain why she needs to answer the questionnaire
    - (D) To indicate that she can't remember the exact difficulties

12. What can be inferred about the questionnaire?
    - (A) It is a class assignment.
    - (B) It will be passed out to classmates.
    - (C) It has annoyed the women subjects.
    - (D) It is part of a larger research project.

Questions 13–17

Listen to part of a discussion in a geology class.

Now get ready to answer the questions. You may use your notes to help you answer.

13. What is the discussion mainly about?
    - (A) The lack of moisture in the tundra
    - (B) The severe climate of the tundra
    - (C) The characteristics of tundra plants
    - (D) The availability of tundra soil

14. Why does the professor not want to discuss Alpine tundra?
    - (A) The topic is outside the course objectives.
    - (B) The topic warrants a lesson to itself.
    - (C) The topic might confuse students at this stage.
    - (D) The topic had been discussed previously.

15. According to the professor, what features are typical of tundra regions?

    Choose 2 answers.

    - [A] The landscape is relatively flat.
    - [B] The summers tend to be hot and humid.
    - [C] The trees adapt to the lack of rain.
    - [D] The melted snow stays on the surface.

16. According to the professor, why do tundra plants often cluster together in depressions?
    - (A) To help themselves gain adequate amounts of water
    - (B) To compensate for the lack of nutrients in the ground
    - (C) To protect themselves against the cold winds
    - (D) To provide shade against the prolonged summer sun

17. In the discussion, various facts about plants in the tundra are mentioned. Indicate whether each of the following describes tundra vegetation.

Check the correct box for each statement.

	Yes	No
(A) Plant roots are adapted to penetrate the frozen ground.		
(B) Plants are protected from the cold by a snow covering.		
(C) Plant growth is dependent on heavy rainfall.		
(D) Trees tend to be protected by the forest.		
(E) Plant growth is rapid in the summer.		

Questions 18–24

Listen to part of a lecture in a cultural studies class.

Now get ready to answer the questions. You may use your notes to help you answer.

18. What is the lecture mainly about?
    - (A) The importance of Isadora Duncan to modern dance
    - (B) The failure of nineteenth-century dance conventions
    - (C) The innovations in ballet dancing in the twentieth century
    - (D) Isadora Duncan's use of costume in modern dance

19. What does the professor imply about other artists of Duncan's time?
    - (A) Most were very conventional.
    - (B) Many were looking for different forms of movement.
    - (C) Many were looking for new ways to express themselves.
    - (D) Most were content to make only a few new contributions.

20. Which of the following may have been an influence on Duncan's art?

(A) Audience participation
(B) Folk dancing
(C) Modern ballet dance
(D) Other artists

21. Which of the following does the professor consider a contribution of Duncan's?

(A) Ritualized step movements
(B) Performance in the open air
(C) Copying of theatrical impulses
(D) Classical music in performances

22. In the lecture, the professor describes some of the main contributions made by Isadora Duncan to modern dance. Indicate whether each of the following is a contribution made by this dancer.

Check the correct box for each statement.

	Yes	No
(A) Tight-fitting shoes are worn.		
(B) Loose-fitting gowns are worn.		
(C) Mainly the arms are used for expression.		
(D) A variety of popular music forms accompany the dancing.		
(E) Emotional expression is important.		

23. What is the professor's attitude toward Isadora Duncan's innovations?

(A) He is ironic.
(B) He is critical.
(C) He is appreciative.
(D) He is unconcerned.

24. What does the professor imply about Duncan's current status?

(A) It may not always be fully appreciated.
(B) It often excites critical scorn.
(C) It has stimulated anger and grief.
(D) It is less esteemed than previously.

Questions 25–30

Listen to part of a lecture in an astronomy class.

Now get ready to answer the questions. You may use your notes to help you answer.

25. What is the main topic of the lecture?
   - (A) How the solar system formed
   - (B) Competing theories about the formation of rocks
   - (C) The stratification of the Earth's interior
   - (D) How gravity helped heat the Earth

26. Why does the professor say this: 🎧
   - (A) She rejects most of the traditional views of planetary formation.
   - (B) She hopes the students will review the traditional theory.
   - (C) She thinks new theories offer a better explanation of planetary formation.
   - (D) She believes that scientific theories are open to challenge.

27. What does the professor imply about the formation of the Earth?
   - (A) It is familiar to some of the students.
   - (B) A lot of background reading is necessary.
   - (C) The theory has explanatory gaps.
   - (D) A later course will deal with it in detail.

28. According to the professor, how was rock distributed before differentiation?
   - (A) In various layers
   - (B) Randomly
   - (C) With the heaviest near the surface
   - (D) Heavy material was stratified

29. According to the professor, which is probably the main reason for the heating of the Earth?

(A) Pressure due to the force of gravity
(B) Solar radiation
(C) The impact of objects from space
(D) Radioactive decay

30. What two points are true according to the lecture?

Choose 2 answers.

[A] The core of the planet has the densest material.
[B] Differentiation occurred when the planetary sphere formed.
[C] The atmosphere was formed during the process of differentiation.
[D] The heating of the Earth produced a random distribution of material.

Questions 31–35

Listen to part of a conversation between a student and an advisor at the University Learning Center.

Now get ready to answer the questions. You may use your notes to help you answer.

31. What does the student need from the advisor?

(A) Advice on how to apply for funding for graduate research
(B) Help in finding universities that offer marine biology degrees
(C) Application forms for the graduate program in marine biology
(D) Information on meeting the requirements to apply to graduate school

32. Where will the student and the advisor look for the information the student needs on university degree programs?

(A) On the Internet
(B) In the biology department
(C) In reference books
(D) In marine biology articles

33. What can be inferred about applying to graduate school?
   - (A) There is an application fee.
   - (B) There are too many to apply to.
   - (C) There are no research opportunities.
   - (D) There are no restrictions on applicants.

34. Listen again to part of the conversation. Then answer the question.
   Why does the advisor say this: 🎧
   - (A) To help the student narrow his search
   - (B) To advise the student of the competition
   - (C) To find out about the student's hobbies
   - (D) To suggest some articles to read in his field

35. Why does the advisor suggest that the student read some of the published articles about intertidal zones?
   - (A) To get more information about the marine environment
   - (B) To locate the universities where people do marine research
   - (C) To find professors who might be helpful in his field of interest
   - (D) To make decisions about going on for a doctorate in marine biology

STOP ■

Speaking

The Speaking section of the TOEFL® iBT test measures your ability to communicate orally. There are six speaking tasks on the test. They are divided into two types: independent speaking tasks and integrated speaking tasks.

Independent tasks

The independent speaking tasks measure your ability to speak about topics that are familiar to you. There are two independent speaking tasks: a personal preference task and a personal choice task. For each one, you will hear the speaking task and see it on the screen. You will then have 15 seconds to prepare your response and 45 seconds to speak.

The personal preference task asks you to state and support a personal choice from a particular category, such as activities you enjoy, events, or important people and places. The personal choice task asks you to make and support a choice between two contrasting behaviors or actions.

Integrated tasks

The integrated speaking tasks measure your ability to combine information from several sources in a spoken response. You do not need any prior knowledge of the topic in order to do these tasks. There are four integrated tasks: two reading/listening/speaking tasks and two listening/speaking tasks.

Reading/listening/speaking tasks

The integrated reading/listening/speaking tasks are divided into two categories: a campus situation topic and an academic topic. For each, you will have 45 seconds to read a short passage. You will then hear a related passage. You may take notes. You will have 30 seconds to prepare your response and 60 seconds to speak.

The campus situation task requires you to read a passage that addresses a campus-related issue. You will then listen to a conversation between two people who discuss the issue. You will be asked to use the information from the reading and the conversation to summarize the speakers' opinions about the issue within the context of the reading passage.

The academic task requires you to read a passage that discusses an academic topic in a general way. You will then listen to a classroom lecture that provides examples and specific information that expand upon the reading passage. You will be asked to combine and convey important information from the two sources.

Listening/speaking tasks

The integrated listening/speaking tasks are divided into two categories: a campus situation topic that presents a problem and possible solutions, and an academic course topic that you will be asked to summarize and explain. For each, you will listen to a passage. You may take notes. You will then have 20 seconds to prepare your response and 60 seconds to speak.

The campus situation task requires you to listen to a conversation about a student-related problem and two possible solutions. You will be asked to use the information from the conversation to show that you understand the problem and to give your opinion about how to solve it.

The academic task requires you to listen to a classroom lecture on an academic subject. You will be asked to summarize the lecture and explain how the details and examples relate to the topic.

Your responses for all six speaking tasks are scored based on how successfully you meet the demands of the task, the overall intelligibility of your speech, the accuracy and variety of the structures you use, your vocabulary, and your organization of ideas.

Strategies to Use for Building Speaking Fluency

1. Practice speaking in English.
All speaking practice will help you build fluency in speaking. If you do not know someone who is a native English speaker, practice speaking English with nonnative English speakers. It is even useful to practice speaking aloud to yourself when you are alone.

2. Follow a deliberate practice regime.
Fluency refers to speaking with accuracy and natural speed. There are several language features to concentrate on for building language fluency:

- pronunciation
- intonation
- grammatical correctness
- correct use of vocabulary
- use of a variety of vocabulary
- coherence

You can isolate these features and practice them daily. (See Grammar: Assessing Your Skills, p. 74, and Vocabulary, p. 63.)

3. Avoid translating.
Translating from your own language into English prevents you from speaking fluently and naturally. To overcome dependency on translating, practice simple phrases in English until you can use them with the same fluency as you can use your own language. Then build up from those phrases to more complex sentences.

4. Become comfortable with using native English speakers' pausing techniques.
When native English speakers are thinking or are searching for a better way to say something, they use fillers such as *uh* or *um*. If you use these pausing techniques, you will sound more natural.

5. Try to relax when speaking.
Remember that native English speakers make mistakes, too. They repeat phrases, correct themselves, and hesitate. Don't let your errors in speaking undermine your confidence.

6. Use natural speed and rhythm.
Listen to native English speakers and try to use the same speed and rhythms that they use. To practice imitating native English speakers, use the listening scripts in this book to mark the pauses, stresses, and intonation patterns that you hear in the audio program. Then practice the passages on your own.

7. Train yourself in fluency.
A good method for developing fluency is following a speaker on an audio recording. Start the recording. Wait a few seconds and then start repeating what the speaker says. If you have difficulty, listen and repeat the particular words or phrases that are causing you trouble. Then go back to the beginning of the recording and start again as often as necessary. Continue this practice until you can follow the speaker fluently. Any of the listening passages in this text could be used to practice this method.

PRACTICE WITH PRONUNCIATION

English has certain pronunciation features that you need to become aware of and imitate in order to produce speech that sounds like that of a native speaker. The closer you are to achieving this goal, the higher your score will be on the Speaking section of the TOEFL test. Speech features that you need to be familiar with are described below.

Individual sounds and groups of sounds

Your listeners will understand your responses better if you pronounce the individual sounds and groups of sounds correctly. These sounds are vowels, combinations of vowels, consonants, and consonant clusters. For example:

vowels: a, e, i
vowel combinations: oi, ay
consonants: p, t, k
consonant clusters: str, scr

Since letters in English do not always represent the same spoken sounds, it is useful to learn a phonetic alphabet. The International Phonetic Alphabet (IPA) is the most common one. (See Pronunciation, p. 69.) However, your dictionary may use a different phonetic alphabet to represent sounds. Identify which English sounds you have difficulty making and work on reproducing them as accurately as possible.

Stress patterns

Even if you put all the correct sounds together, you may not be understood unless you use the correct stress patterns. Stress refers to the emphasis you place on certain words in a sentence or on a syllable within a word. A stressed word or syllable is louder, longer, and higher pitched than unstressed words or syllables.

Every word in English has a stress pattern. Using the wrong stress pattern can cause misunderstandings. In some cases, the stress pattern of a word can determine its part of speech. Look at the following noun-verb pairs of words. They are alike except for the stress pattern. The nouns are stressed on the first syllable and the verbs are stressed on the second. The stressed syllables are shown in bold.

Contest (noun):	a competition
Con**test** (verb):	argue against
Record (noun):	written documentation
Re**cord** (verb):	make an audio recording

Adding suffixes often changes the stress pattern of a word. Look at the following forms of the word *authority*.

Noun	**Verb**	**Adjective**	**Adverb**
au**thor**ity	**au**thorize	au**thor**itative	authori**ta**tively

Longer words can have a primary stress as well as a secondary stress. Look at the following words. The primary stress is in **bold** and the secondary stress is in *italics*.

con*ta***mi*na**tion
reci*pro***ca**tion

The stress pattern of a sentence indicates the main focus of the sentence. A change in the stress pattern of a sentence can change its meaning. Compare these examples:

Sue bought the red dress. (It was Sue – not Ellen – who bought the red dress.)
Sue **bought** the red dress. (Sue bought the dress – she did not borrow it.)
Sue bought the **red** dress. (Sue did not buy the blue dress.)
Sue bought the red **dress**. (Sue did not buy a red skirt.)

Stressing the wrong word in a sentence may cause confusion about the meaning you want to express.

Rhythm patterns

Rhythm refers to the timing patterns of a language. Rhythm patterns in English are based on stress. Stressed words or the stressed parts of words occur at regular intervals of time and are given an equal amount of speech time. Unstressed words or parts of words fit in between these intervals. Below are two ways to determine if a word should be stressed in a sentence or not.

1. Content words (nouns, verbs, adjectives, and adverbs) are stressed or have a stressed syllable, whereas function words (helping verbs, prepositions, articles, etc.) are usually not stressed. Look at the following sentence:

   Tom walked into the **room** and **o**pened the **win**dow.

   The words *Tom, walked,* and *room* are one-syllable content words, and each one is stressed. The words *opened* and *window* are also content words with a stressed syllable. The words *into, and,* and *the* are function words. They are not stressed.

   The stressed words and stressed syllables in the example above are all given the same amount of speech time and the unstressed words and syllables are spoken faster, softer, lower pitched, and with relaxed vowel sounds.

   Look at the sentences on the next page. The first sentence has 10 syllables with 5 stresses. The second sentence has 15 syllables and 5 stresses. Even though the second sentence has more syllables, both sentences, as spoken by a native English speaker, would take the same amount of time.

Tom walked into the **room** and **closed** the **door**.
Marilyn **walked** into the **o**ffice and **o**pened the **win**dow.

2. To maintain a steady rhythm pattern, speakers often use contractions and relaxed vowels. They reduce words by dropping the final vowels or consonants. They link the end of a word with the beginning of the following word. Look at the following pairs of sentences:

The complete sentence	**How the sentence may sound**
Is he going to join us?	Izzi gonna joi nus?
And I would like to stay for a while.	An I'd like ta stay fera while.
Do you want to go with him?	D'ya wanna go wi thim?

Intonation patterns

Intonation patterns involve changes in pitch. They are different from the pitch changes in stressed syllables because they frequently cover longer units of speech, such as clauses or a complete sentence. Sometimes the pitch change occurs within a single word.

A range of information can be understood through intonation patterns. A falling pitch at the end of a sentence signals that the speaker has completed a statement or an idea. Falling pitch is also used at the end of a wh-question. A rise at the end of a sentence signals that the speaker is asking a yes-no question.

The statement intonation pattern:

I'm invited to Linda's party.

The question intonation patterns:

Where will it be held?

I'm invited to Linda's party?

A rise at the end of a phrase or clause indicates that the speaker has more to say. A drop indicates that the speaker is finished.

I went to the market, I bought a dozen eggs, and then I came home.

Intonation patterns can signal the speaker's attitude. They can also signal the speaker's emotions. Speakers show their certainty, enthusiasm, anger, excitement, etc., through subtle shifts in intonation.

Exercises S1–S6 Use Exercises S1–S6 to develop your pronunciation skills.

EXERCISE S1 🎧 *Concentrating on individual consonant sounds*

Each of the following sentences focuses on an English consonant sound found in different positions within words. Listen to and repeat each sentence. Concentrate on the sounds represented by the letters in bold.

START ▶

1. /p/ **P**eter called us u**p** and invited us for su**pp**er.
2. /b/ The ro**bb**ers escaped in a stolen ca**b** and drove to their hideout, **b**ut they were eventually caught.

3. /t/ The children went on a scavenger hunt, and the victorious team was given a prize.
4. /d/ The dog followed the caddy around the golf course.
5. /k/ Schools can do more to encourage students to take on the responsibilities of learning.
6. /g/ The big logging companies are gone from the region.
7. /f/ If the fish stocks are depleted, it will be the fishermen who suffer.
8. /v/ The very first editions of the manuscripts are available for everyone to see.
9. /θ/ They are rethinking the rule of thumb that requires people to stay on the path.
10. /ð/ The mother decided to bathe her baby.
11. /s/ A lesson in building a house made of sod was offered at the outdoor museum.
12. /z/ The zoologists use tranquilizers when tagging the deer that enter the park.
13. /m/ Careful land management has saved the rim area from overgrazing.
14. /n/ The judges named the winner as soon as the race was over.
15. /ŋ/ Singing a favorite song is a good way to cheer oneself up.
16. /l/ The land grant allows for full use of resources.
17. /r/ Cooperative games help children to realize their potential in a nonthreatening situation.
18. /w/ The people in the tower witnessed how fast the fire was spreading.
19. /h/ The children's hospital has perhaps the best doctors to deal with the problem.
20. /j/ A layer of yellowish sandstone marks the division between the two geological periods.
21. /ʃ/ Since the idea in a demolition derby is to demolish the car, drivers should continue until this has been achieved.
22. /ʒ/ The genre of art called the collage is a pleasure to work in.
23. /tʃ/ By chance, a farmer uncovered the rich burial site that had survived in nature for several centuries.
24. /dʒ/ According to Jim, changing over to the computerized system led to a surge in interest.

STOP ■

EXERCISE S2 🎧 *Concentrating on consonant clusters*

The following passage focuses on consonant clusters. Listen to the passage. Then read it aloud. Then listen to the passage again while reading aloud at the same time. Pause and repeat phrases that are difficult for you.

START ▶

Snowflakes swirled around the makeshift huts as the **drifts**, shifted by the howling **winds**, mounted up against the walls. The **drafty** huts **creaked** and **groaned** in response. Then door hinges **squeaked** as abominable **snowmen stepped** across the **thresholds** into the **sparsely** furnished rooms. Marge **strained** her vocal cords as she **screamed** in an attempt to bring help. Her **bloodcurdling screams** woke her from the terrible dream.

STOP ■

EXERCISE S3 🎧 *Focusing on stress patterns*

Read the following passage. Underline the words or syllables that you expect will be stressed. Then listen to the passage and check your predictions. You may want to listen to the complete passage first and then listen again, pausing the recording at short intervals.

START ▶

Theaters of the Elizabethan period were open-air constructions in which poorer members of the audience, "the groundlings," stood in a space called "the pit" around three sides of a projecting rectangular platform that formed the main stage. Most of the perimeter of the building comprised covered, tiered galleries, and it is here that the wealthier members of the audience sat. A roof supported on two pillars projected from the back wall and covered part of the stage. The main stage was hollow and could be accessed from below through trapdoors set in the floor. The main stage also had a door on either side at the back, which gave access to the dressing rooms. Between these doors was a small recess, usually curtained off, that could be used for extra stage space. Above this recess was a balcony sometimes used by musicians or, when necessary, by actors in a performance.

STOP ■

For further practice, listen to the passage again and try to reproduce the speech patterns.

EXERCISE S4 🎧 *Focusing on linking words*

Read the passage as you listen to it. Mark the passage to show where the speaker links words in the speech. You may need to listen to the passage several times.

START ▶

It is simply not feasible for every university library in the nation to contain all the books, journals, and resource materials that university students and faculty need for their research. So what have libraries done to meet the needs of their users? Well, several things, in fact. While some money is used for the yearly purchasing of hardbound books and current journals that are recommended by professors, other funds are used to obtain materials that have been put on microfilm and microfiche. These techniques have proved extremely useful for adding informative materials to a library's collection at a low cost and without taking up much space. Another way libraries have increased access has been to invest in computers. Computers are linked to collections in other libraries. Professors and students can perform a computer search to find a library that has the material they need. The material can then be ordered and checked out through the interlibrary loan system, which costs the user a nominal shipping fee.

STOP ■

For further practice, listen to the passage again and try to reproduce the speech patterns.

EXERCISE S5 🎧 *Focusing on intonation*

Read the passage as you listen to it. Mark the passage to show the overall intonation patterns.

START ▶

(man) *Professor Cline?*

(woman) *Yes?*

(man) *I'm Robert Daley. The work-study office sent me.*

(woman) *Oh, I've been waiting for them to send someone. Did you say your name was Robert?*

(man) *Yes.*

(woman) *What's your major, Robert?*

(man) *Zoology.*

(woman) *Good. You have some science background then. Let me show you what we're doing in our lab.*

(man) *Will I be working in the biology lab?*

(woman) *Yes. We're studying the speed of reproduction of paramecia. Uh, paramecia are the most complex single-celled organisms.*

(man) *Oh, that sounds interesting.*

(woman) *Well, what we need you to do is probably not so interesting.*

(man) *And what is that?*

(woman) *We'll need you to come in every day at the same time and count the paramecia.*

(man) *Count paramecia?*

(woman) *Yes. It's very important to keep an accurate count and fill the numbers in on a form. I'll show you where the forms are and explain how to complete it later. After you have completed the form, you need to give it to Nancy. She's the woman that you met in the lab office. She'll feed your numbers into the computer for our statistical analysis. Right now, though, I want to introduce you to the other members of our team so that we can arrange a convenient time for you to come in.*

STOP ■

For further practice, listen to the passage again and try to reproduce the speech patterns.

EXERCISE S6 🎧 *Putting it all together*

Read the passage as you listen to it. Repeat as many times as necessary. Underline the stressed words or syllables, indicate the linked words, and mark the intonation patterns. After you have marked the passage, listen to it again and use your markings to reproduce the individual sounds and the overall speech patterns.

START ▶

Treasured since ancient times, saffron is obtained from the autumn-flowering *Crocus sativus*. It is the dried flower stigmas – the three slender threads in the center of each

flower – that are the source of saffron. This "king of spices" is one of the world's most prized and expensive foodstuffs. The finest variety is grown in La Mancha in the central plateau of Spain. Spain is by far the biggest producer. It contributes 70 percent of the world's output, with India and Iran the only other producers of note. The cultivation of saffron in Spain goes back to the Moorish invasion of the eighth century, when the crocuses were first introduced from the Middle East. Not only is Spain the largest producer of saffron, but it is also the largest consumer. Up to one-third of the crop is bought in Spain, and the remainder is exported. The biggest buyers are Middle Eastern countries, followed by the United States, Italy, and France.

STOP ■

PRACTICE WITH COHESION

Cohesion refers to how well the ideas in your spoken response fit together. You will sound more fluent and get a higher score on the speaking tasks if your responses are cohesive. You can achieve cohesion by using the techniques described in this section.

Organizing ideas

Your listeners will understand your talk better if you organize what you say in a logical sequence or linear pattern. This means that you tell the listeners what you are going to talk about and then go through the points you want to make. The most common pattern of organization is outlined below:

Introductory statement
  Point 1
  Point 2
  Point 3
Concluding statement

An example of this pattern is shown below:

Breeding butterflies has many advantages for the collector.
  1. way of obtaining specimens
  2. spares can be released into the wild
  3. helps survival because butterflies have been protected from natural predators

The experience is a learning experience for the collector and a benefit to the species.

Using transitional expressions

Connecting ideas by using transition words and phrases tells your listeners the relationship of one idea to the next. You can signal to your listener that you are going to put events in a sequence, add information, or make a comparison. You can signal that you want to emphasize or clarify a point. Using transition words

and phrases helps your listener follow the flow of your ideas. Read the following example without transitional expressions:

In my physics class, we did lots of experiments that helped clarify scientific principles. I understood those principles better by doing those experiments.

These sentences would flow better if the speaker used transitional expressions as in the following example:

In my physics class, we did lots of experiments that helped clarify scientific principles. ***As a result****, I understood those principles better.*

See Grammar Review: Connecting Ideas, p. 116, for more information and a list of transition words and phrases.

Defining unknown terms

In order to help your listeners understand, you may need to define a term that you use in your response. Read the following example:

My hobby is telemark skiing.

If the speaker does not define the term and listeners do not know what telemark skiing is, they might not understand the rest of the passage. Sometimes listeners can guess the meaning through the context of the passage, but sometimes they cannot. Here is the definition this speaker gave of telemark skiing:

That means skiing using telemark skis.

Even though the speaker defined telemark skiing, listeners still may not understand what it means because the speaker defined the term with the same word. To effectively define a word, use a three-part definition:

1. State the word or phrase to be defined.
2. Give the category that the word or phrase fits into.
3. Tell how the word is different from other words that fit the same category.

Read this example of an effective definition:

Telemark is a type of alpine skiing in which the boots are connected to the skis only at the toes, so traditional skiing techniques have to be modified.

Using parallel structures

Your listener can understand the flow of your ideas better if you use parallel structures when you speak. Read the following incorrect example:

My teacher gave interesting assignments and motivating the students.

The listener may be confused because the speaker has mixed different grammatical structures. Does the speaker mean *My teacher gave* ***interesting*** *and* ***motivating*** *assignments to the students*?

In this sentence, *interesting* and *motivating* are parallel adjectives. Or does the speaker mean *My teacher* ***gave*** *interesting assignments and* ***motivated*** *the students*?

In this sentence, *gave* and *motivated* are parallel verbs. See Grammar Review: Parallel Structures, p. 115, for more information on parallel structures.

Rephrasing or replacing key words

When a speaker keeps repeating a word or phrase, listeners can get confused. Read the following example:

My teacher wrote the assignment on the chalkboard. The assignment was on the chalkboard until the teacher erased the assignment after we had all done the assignment.

This speaker's ideas would be clearer if the repeated words were replaced with other expressions or with pronouns. Look at the way this example can be improved:

My teacher wrote the assignment on the chalkboard. She erased the board after we had all completed the task.

The word *assignment* has been replaced with *task*; the word *teacher* with *she*; and the word *chalkboard* with *board*. See Grammar Review: Referents, p. 113, for more information on referents.

Using consistent tense, person, and number

Your listener can get confused if you are not consistent. Look at the following example:

My teacher brought five paper bags to school one day. He put us into groups and gave each group a bag. You have to take the objects out of the bags in turn and then a person has to tell a story involving the object from the bag.

The listener may get confused by the change from the past tense to the present tense, and the change from *us* to *you* and then to *a person*. The listener might also be confused by the change from the plural form *objects* and *bags* to the singular forms *object* and *bag*.

The listener could follow this speaker's ideas better if the speaker were consistent. Look at the way this example can be improved:

One day my teacher put us into five different groups. He gave each group a bag and told us to take turns pulling out an object and telling the other members of the group a story involving that object.

Exercises S7–S13 Use Exercises S7–S13 to develop your skills in being cohesive.

EXERCISE S7 *Connecting ideas using transitional expressions*

Join the following ideas using transitional expressions. Record your answers, and then evaluate your responses. An example is shown below.

> You read:
> We had to hand in our essays on time. They wouldn't be marked.
> You say:
> *We had to hand in our essays on time. Otherwise, they wouldn't be marked.*

1. I admired my high school history teacher for several reasons. He could explain historical events as if he were telling a story.

2. I enjoyed doing quiet activities like playing chess. My brother preferred more physical activities like football.
3. Our teacher would walk around the classroom looking at our work. We were busy on our individual projects.
4. The rain poured down for several days. The river banks in my city overflowed.
5. I took as many science courses as I could. I studied biology, chemistry, biochemistry, and physics.
6. The rain forest provides us with many products. The forests are being cleared for crops.

EXERCISE S8 *Defining words and phrases*

Practice defining words by giving a three-part definition to the following words. Record your answers, and then evaluate your responses. You may need to use a dictionary to help you with your definitions.

You read:
angling

You say:
Angling is a type of recreational fishing that is done with a hook and line that are usually attached to a pole.

1. childhood
2. avalanche
3. fiction
4. loan
5. accountant
6. whales

EXERCISE S9 *Connecting ideas by using parallel structures*

Join the following ideas using parallel structures. Record your answers, and then evaluate your responses.

You read:
To learn how to snowboard requires a lot of practice. The learner has to be patient.

You say:
Learning how to snowboard takes practice and patience.
or
To learn how to snowboard not only takes a lot of practice but also a lot of patience.

You read:
You have to be fit. Sometimes you have to travel a lot to get to the snowboarding areas. The equipment is expensive.

You say:
To be a snowboarder, you have to be fit, travel long distances, and buy expensive equipment.

1. Wind energy is an alternative form of energy. So is solar energy.
2. To get accepted into some universities, you have to send copies of your high school diploma. The university might want letters of recommendation from a teacher who knows your work. Also, you frequently have to write an essay stating why you want to study there.
3. Students tend to get out of shape because they spend a lot of time studying. Frequently they eat a lot of junk food, too.
4. Rivers are polluted by factories dumping their waste products into the water. People also throw their garbage into the river.

EXERCISE S10 *Connecting ideas by rephrasing key words*

Read the following sentences. Replace words or rephrase the sentence to avoid repeating key words. Record your answers, and then evaluate your responses.

You read:
I learned how to play the guitar first and then the piano. I practiced on both the guitar and piano for several hours every day.

You say:
First I learned how to play the guitar and then the piano. I practiced both instruments for several hours every day.

1. Since I frequently can't find the definition of words I need in a dictionary, I've had to buy a specialized dictionary. I also need to use an encyclopedia that gives more detailed information. Using my dictionaries and encyclopedia, I can collect information for my course papers.
2. My grandfather taught me woodcarving when I was young. When I need to relax, I go out into my yard and practice my woodcarving.
3. Many people enjoy reading fantasy stories about imaginary worlds and extraordinary events. Fantasy is also common in popular movies.
4. A pitfall trap can be used to get a sample of small ground-living creatures. To make a pitfall trap, a glass jar is put into the ground with its rim at ground level. The trapped creatures can then be counted and identified.

EXERCISE S11 *Connecting ideas by using pronouns*

Read the sentences on the next page. Use pronouns to replace repeated words. Record your answers, and then evaluate your responses.

You read:
I learned how to play the guitar first and then the piano. I practiced on both the guitar and piano for several hours every day.

You say:
First I learned how to play the guitar and then the piano. I practiced them both for several hours every day.

1. I prefer to spend my leisure time with different friends. Since my friends have diverse interests, one friend or the other is always involving me in different activities.
2. Many children are sent to school at an early age to get a head start in a formal education. That is unfortunate because children learn very important lessons about life through play.
3. The woman believes that the new plan to reserve study rooms will affect students adversely. Because of the plan, students won't be able to reserve the rooms ahead of time, and it is possible that a room will not be available when the room is needed.
4. The computer program contains activities for dyslexic children. The children work through the activities to help improve reading abilities.

EXERCISE S12 *Finding inconsistencies*

Underline the sections where you see inconsistencies in tense, person, or number.

Inconsistency in tense
On our campus, the dormitories are close to the classrooms. Since the students lived in the dorms, they didn't need a car. They could go to the campus police and get a parking sticker if they want to bring a car.

You should underline *lived, didn't need,* and *could* because these past tense verbs are inconsistent with the present tense verbs. The first sentence explains the situation in the present tense. In the second and third sentences, the verbs shift in tense.

Inconsistency in person
We can learn how to ride a motorcycle very quickly. This is especially true if you have experience riding a bicycle. In that case, a person already understands how to balance on a two-wheeled vehicle.

You should underline *We, you,* and *a person.* This passage is confusing because the speaker changes from the first-person plural *we* to the impersonal *you* and then to an indefinite person.

Inconsistency in number
We had to read three stories a week and write a brief summary of it in our notebooks. When our notebooks were full of stories, we chose our favorite one and told them to the class.

You should underline *three, it, one,* and *them.* This passage is confusing because of the shift from *three* to *it* and from *one* to *them.*

1. Cooking is fun when you are planning a nice meal for visitors. You can make a starter, main course, a salad, and a dessert. Then, when your guest arrives, you can surprise him with how well you have cooked it. Guests will appreciate all the work one does to make tasty meals.
2. It is very important for a teacher to be patient because their students don't always understand what they are expected to do. Sometimes one has to guess what the teacher means. It is very upsetting if you guess wrong and then they get angry when it isn't your fault.
3. A movie is never as good as the novel they are based on. Sometimes the novel has two or three subplots. Since all these subplots can't be addressed in a two-hour movie, the main plot is frequently changed. But without the subplot, they don't make sense. In the end, the movie tells a completely different story than that of the novels.
4. The professor talked about the rise and fall of empires. He notes that the conquerors spread through the valleys, the most fertile and accessible parts of a country. However, the people who live in the less accessible areas, like the tropical forests or the high mountain regions, are frequently not affected by the conquerors and continued to maintain languages and traditions throughout the many invasions that will take place over the centuries.

EXERCISE S13 *Practicing consistency*

Look at the inconsistent items in the example boxes in Exercise S12 and study how they have been corrected in the example boxes below. Practice consistency by correcting the items you underlined in Exercise S12. Record your answers, and then evaluate your responses.

Inconsistency in tense

You read:

On our campus, the dormitories are close to the classrooms. Since the students lived in the dorms, they didn't need a car. They can go to the campus police and get a parking sticker if they wanted to bring a car.

You could change this to the present tense:

On our campus, the dormitories are close to the classrooms, so students who live in the dorms ***don't need*** *a car. If they* ***want*** *to bring a car to campus, they* ***can go*** *to the campus police and* ***get*** *a parking sticker.*

Or you could change it to the past tense:

On our campus, the dormitories ***were*** *close to the classrooms. Students who* ***lived*** *in the dorms* ***didn't need*** *a car. They* ***could have gone*** *to the campus police for a parking sticker if they* ***had wanted*** *to bring a car.*

Inconsistency in person

You read:

We can learn how to ride a motorcycle very quickly, especially if you have experience riding bicycles. In that case, a person already understands how to balance on a two-wheeled vehicle.

You could change this to the impersonal *you*:

***You** can learn how to ride a motorcycle very quickly if **you** have experience riding bicycles. If **you** can ride a bike, **you** already know how to balance on a two-wheeled vehicle.*

Or you could change it to the indefinite plural:

***People** who have experience riding bicycles know how to balance on a two-wheeled vehicle, and therefore **they** can learn how to ride a motorcycle very quickly.*

Inconsistency in number

You read:

We had to read three stories a week and write a brief summary of it in our notebooks. When our notebooks were full of stories, we chose our favorite one and told them to the class.

You could improve this by saying:

*We had to read **three** stories a week and write a brief summary of our **favorite one**. When our notebooks were full, we each chose our favorite story and told **it** to the class.*

Or you could use the plural form throughout:

*We had to read **three** stories a week and write brief summaries of **them** in our notebooks. When our notebooks were full, we chose our favorite stories and told **them** to the class.*

INDEPENDENT SPEAKING TASKS

In the independent speaking portion of the TOEFL iBT test, you will give two short speeches on topics that are familiar to you. For the personal preference task, you will choose and support a preference from a particular category. For the personal choice task, you will make and support a choice between two contrasting options.

An effective speech begins with an introductory statement that tells the listener what the speech is about. The body of the speech is made up of explanations and details. A concluding statement completes the speech.

Strategies to Use for the Personal Preference Task

1. Listen carefully to the task and think about what you must do in your response.

Ask yourself these questions:

- What is the topic of the task?
- What am I being asked to do?

Then make a mental list of the answers to these questions. For example, look at the following task:

> Name a skill you have learned and explain why it is important to you. Include details and examples to support your explanation.

For this task, you would make a mental list like the following:

The topic is about a skill I have learned. I need to:
- Name the skill
- Define the skill if the listener might not know what it is
- Explain its importance
- Include details and examples

2. Quickly decide on a topic.
It is easy to run out of preparation time while trying to decide what topic within the given category you will discuss. Quickly choose a topic and start thinking about the examples and details you can include for that particular topic. Remember, examiners are not interested in what the topic is but in how well you can express yourself.

3. Restate the task to include the topic that you are going to speak about.
For the task in Strategy 1 above, you might choose to focus on the skill of touch-typing. Your restatement could be:

> *I have learned how to touch-type, and this has been very important during my studies.*

4. Work through your mental list of requirements.
For the task in Strategy 1 above, your list might be:
- Name the skill. You have already named the skill in your restatement of the task statement.
- Define the skill. Ask yourself if you need to define your topic. Will the listener know about the topic you have chosen?
- Explain the importance to you of the topic you have chosen.
- Include details and examples from your own experience.

5. Know your goal.
When studying, record your speech and make a transcript, writing it exactly as you said it. Then make improvements to it: correct mistakes, eliminate long hesitations, and replace words or rephrase sentences to avoid repetition. Practice reading the corrected version aloud, and time yourself. Read it again while timing yourself, and stop reading at 45 seconds. How far did you get?

You will find that 45 seconds is only enough time for you to restate the task with your topic and to give one or two examples and one or two details. Eliminate unnecessary examples and details from your transcript and read it again with a timer. Once you have eliminated enough to be able to read your response aloud in about 35–40 seconds, and the topic does not suffer from a lack of examples or detail, you know your goal. The remaining 5–10 seconds are for the natural hesitations and corrections a speaker generally makes when talking.

6. Get ready for the next item.
It is easy to get anxious if you run out of time and have not finished what you intended to say, or if you finish what you want to say and there is still time left. Take a deep breath to help you relax and get ready for the next part of the test.

PRACTICE WITH THE PERSONAL PREFERENCE TASK

Preparing to give a timed response

The exercises that follow this section prepare you step by step for giving a timed response to the personal preference task in the speaking portion of the TOEFL test.

In the personal preference task, you have 15 seconds to choose your topic from a given category and plan how you are going to introduce the topic, present the ideas, and conclude the speech. Then you have 45 seconds to give your speech.

Study the task and the steps outlined in the example below. As you prepare for this portion of the test, you will practice these steps to build your skills and lessen the time it takes you to give a complete response.

Task

Name a skill you have learned and explain why it is important to you. Include details and examples to support your explanation.

Step 1 Ask yourself what the topic is and what you are being asked to do.

The topic is about a skill I have learned. I need to:

- Name the skill
- Define the skill if the listener might not know what it is
- Explain its importance
- Include details and examples

Step 2 Choose your topic and quickly think of a few details and examples.

Topic:	touch-typing
Details and examples:	work faster, fewer mistakes, typing more quickly and accurately on TOEFL test

Step 3 Work through your list of requirements. Record your speech.

- Name the skill.

  I have learned how to touch-type, and this has been very important during my studies.

- Define the skill. Ask yourself if you need to define your topic. Will the listener know about the topic you've chosen?

  Touch-typing is a technique that uses the sense of touch instead of sight to find the keys.

- Explain the importance to you of the topic you've chosen.

  The main importance of being able to touch-type is that it helps me to work faster and more efficiently when using a keyboard.

- Include details and examples.

  Since a computer has a keyboard that . . . that requires the user to type, and since computers are useful tools to, uh, tools to know how to use, being able to type quickly is good, uh, advantageous. If I need to search for information on the Web, I can quickly type the keywords into the . . . into the, uh, the search engine. Being able to search for materials quickly helps me to get

the information I need to do my research papers or . . . to get background information that I need. That I need for my studies. When I need to turn in my papers, uh, assignments in a typed format, I can do . . . I can get the work done quickly. Because I know where the keys on the keyboard are, I do not have to go back and correct a lot of mistakes. Mistakes that might have been made otherwise. And now, while I'm preparing for the TOEFL test, I know that my typing skills will be valuable because I will be able to concentrate on what I want to say. I can concentrate on what, uh, what I want to say instead of getting anxious about finding the keyboard characters. I also feel confident about being able to complete the task. Complete it in the given time considering the speed I can type.

The following is an outline of the details and examples in the previous speech.

Detail 1: Use of the computer keyboard
- Example – speeds up information searches
- Example – helps in gathering information for papers

Detail 2: Typing assignments quickly and accurately
- Example – don't have to correct mistakes

Detail 3: Taking the TOEFL test
- Example – can concentrate on task
- Example – can complete task in the time given

Step 4 Make a transcript of your speech, as shown above.

Step 5 Make corrections to your speech, eliminating mistakes, long hesitations, self-corrections, or repetitions.

I have learned how to touch-type, and this has been very important during my studies. Touch-typing is a technique that uses the sense of touch instead of sight to find the keys. The main importance of being able to touch-type is that it helps me to work faster and more efficiently when using a keyboard. Since a computer has a keyboard that requires the user to type and since computers are useful tools to know how to use, being able to type quickly is advantageous. If I need to search for information on the Web, I can quickly type the keywords into the search engine. Being able to search for materials quickly helps me to get the information I need to do my research papers or to get background information that I need for my studies.

When I need to turn in my assignments in a typed format, I can get the work done quickly. Because I know where the keys on the keyboard are, I do not have to go back and correct a lot of mistakes that might have been made otherwise. And now, while I am preparing for the TOEFL test, I know that my typing skills will be valuable because I will be able to concentrate on what I want to say instead of getting anxious about finding the keyboard characters. I also feel confident about being able to complete the task in the given time considering the speed at which I can type.

Step 6 Follow these steps to set a realistic goal to attain while preparing for the TOEFL test.

a. Time yourself as you read the corrected transcript above at your normal speaking speed. How many seconds did it take you to read the speech? ____
b. Time yourself as you read the speech aloud again. This time, stop when 45 seconds have passed. How far did you get? Line ____

c. How many of the examples do you think the person who gave this speech would be able to discuss in 45 seconds? Remember, the speaker would have made natural hesitations and speaking mistakes. Eliminate unnecessary examples and details.

Exercises S14–S18

Use Exercises S14–S18 to develop your skills in choosing your topic for the personal preference task, planning your speech, and presenting it.

EXERCISE S14 *Choosing a topic for the personal preference task*

Read the following categories and quickly decide on a topic within each category that you could speak about comfortably. Do not take more than five seconds to decide.

hobbies	*stamp collecting*

1. sports _____
2. animals _____
3. food _____
4. courses _____
5. teachers _____

EXERCISE S15 🎧 *Restating the task and defining your choice*

Read the following tasks. Quickly decide on a topic for each. Record your restatement of the task to include the topic of your speech. Add a definition if you think your listeners might not understand.

You read and hear:
Name a hobby you have and explain why it is important to you. Include details and examples to support your explanation.

You say:
I like to work on cryptic crossword puzzles because the clues are a challenge. Cryptic crossword puzzles are crosswords that have special clues instead of just straightforward synonyms like most crossword puzzles.

START ▶

1. Name a teacher who has influenced you and explain why that teacher was important. Include details and examples to support your explanation.
2. Describe a class you have taken and explain why that class was important to you. Include details and examples to support your explanation.

STOP ■

EXERCISE S16 *Sequencing ideas for personal experiences*

Take 10 seconds to consider the details and examples you want to discuss about the topics you chose in Exercise S15. Think about how those details and examples should be ordered. You will not have time to write them down. Record those points in your speech. An example is shown below. It is based on the example in Exercise S15.

Your topic:
Cryptic crossword puzzles

You think:
Clues that challenge me
Anagrams
Homophones
Double meanings
Symbols

You say:
When I am working on a puzzle, I get very involved in breaking the code. For example, the clue may have a word like crazy *or* fractured, *which could mean that a neighboring word is an anagram of the word I'm looking for. The word* say *might mean the answer has the same pronunciation as a word with a different meaning and spelling, like* horse *and* hoarse. *Sometimes the clue contains two different meanings for the answer. There are also symbols that might be used. For instance, the word* five *might mean that I need to use the letter* v *because of the Roman numeral for* five.

EXERCISE S17 *Making a concluding statement*

To complete your speech, you can conclude by tying in your introductory statement with the details and examples you have included. Take a few seconds to think of a concluding statement. Record a concluding statement for the tasks you started in Exercise S15 and continued in Exercise S16.

I find great satisfaction in breaking the codes in cryptic puzzles. But it is really great for me if I manage to complete an entire puzzle.

EXERCISE S18 🎧 *Putting it all together*

Practice planning speeches using the tasks that have already been presented, but choose different topics to speak about. Record your speeches. Don't worry about the time limit at first. Gradually work up to completing the task within the time limit.

START ▶

1. Name a skill you have learned and explain why it is important to you. Include details and examples to support your explanation.
2. Name a hobby you have and explain why it is important to you. Include details and examples to support your explanation.
3. Name a person who has influenced you and explain why that influence was important. Include details and examples to support your explanation.

4. Describe a class you have taken and explain why that class was important to you. Include details and examples to support your explanation.

STOP ■

PRACTICE WITH ANALYZING YOUR RESPONSES

Keep the following list of questions in mind as you analyze your responses to the independent speaking tasks:

1. Is the pronunciation in the speech easy to understand?
2. Does the intonation in the speech sound natural?
3. Does the speech show control of a variety of grammatical structures?
4. Has the word choice been effective?
5. Is the speech coherent?
6. Do the details and examples support the chosen topic?
7. Has the speech been completed within the allotted time?

Exercise S19 Use Exercise S19 to practice analyzing and scoring your responses to independent speaking tasks.

EXERCISE S19 *Analyzing and scoring your responses*

Listen to your recorded responses from Exercise S18. Check the list above to see whether you have met the requirements of the independent speaking tasks. Give each response a score and state why you decided on that score.

- A score of 4 is for a response that meets all the requirements.
- A score of 3 indicates that the speech was appropriate but was weak in some of the areas mentioned in the list.
- A score of 2 indicates some difficulties in clarity of speaking, a limited range of grammar and vocabulary, or a lack of organization of ideas.
- A score of 1 indicates a lack of clarity in speech, a very limited range of vocabulary, and a lack of ideas to support the topic.
- A score of 0 is given when no attempt has been made, or when the attempt does not address the task.

1. Score ____ Reasons _____
2. Score ____ Reasons _____
3. Score ____ Reasons _____
4. Score ____ Reasons _____

Strategies to Use for the Personal Choice Task

1. Listen carefully to the question and think about what you must do in your response.
Ask yourself these questions:
- What are the two situations or actions presented?
- Which one do I prefer and why?

Then make a mental list of the answers to these questions. For example, look at the following task:

> Some students prefer to do group projects. Other students prefer to do individual projects. Which kind of projects do you think produce more learning and why?

For this task, you would make a mental list like the following:

The question concerns group projects versus individual projects. I need to:
- State my choice
- Defend my choice with reasons, details, and examples

2. Quickly make your choice.
It is easy to run out of time while trying to decide which position you are going to take, especially if you can see the advantages of both options you have been given. Quickly choose one of the two, and start thinking about examples and details you can use in order to defend the preference you have chosen. Remember, examiners are not interested in the position you choose but in how well you can express yourself in defending it.

3. Restate the question to include the topic and your preference.
The task in Strategy 1 above is about the effectiveness of two different ways of working. If you chose to focus on the benefits of working on projects individually rather than in groups, you might say:

> *While many students prefer to work as a group on projects, I think that individual projects benefit more students.*

4. Work through your list of requirements.
For the task in Strategy 1 above, your list might be:
- State your position – this is your restatement of the task topic.
- Defend your choice with reasons, details, and examples from your own experience.

5. Know your goal.
When studying, record your speech and make a transcript, writing it exactly as you said it. Then make improvements to it, correct mistakes, eliminate long hesitations, and replace words or rephrase sentences to avoid repetition. Practice reading the corrected version aloud, and time yourself. Read it again while timing yourself, and stop reading at 45 seconds. How far did you get?

You will find that 45 seconds is only enough time for you to restate the task with your choice and to give one or two reasons and one or two details for your choice. Eliminate unnecessary reasons and details from your transcript and read it again with a timer. Once you have eliminated enough to be able to read your response aloud in about 35 – 40 seconds, and the topic does not suffer from a lack of reasons or detail, you know your goal. The remaining 5 – 10 seconds are for the natural hesitations and corrections a speaker generally makes when talking.

6. Get ready for the next item.
It is easy to get anxious if you run out of time and have not finished what you intended to say, or if you finish what you want to say and there is still time left. Take a deep breath to help you relax and to get ready for the next part of the test.

PRACTICE WITH THE PERSONAL CHOICE TASK

Preparing to give a timed response

The exercises that follow this section prepare you step by step for giving a timed response to the personal choice task in the speaking portion of the TOEFL test. In the personal choice task, you have 15 seconds to choose between two given alternatives and to plan how you are going to introduce the topic, present the ideas, and conclude the speech. Then you have 45 seconds to give your speech.

Study the task and the steps outlined in the example below. As you prepare for this portion of the test, you will practice these steps to build your skills and lessen the time it takes you to give a complete response.

Task

Some students prefer to do group projects. Other students prefer to do individual projects. Which kind of projects do you think produce more learning and why?

Step 1 Ask yourself what the topic is and what you are being asked to do.

The question concerns group projects versus individual projects. I need to:

- State my choice
- Defend my choice with reasons, details, and examples

Step 2 Make your choice and quickly think of a few reasons and details.

Topic:	individual projects
Reasons, details, and examples:	full responsibility for project, learn more, scheduling easier

Step 3 Work through your list of requirements. Record your speech.

- State your choice.

  While many students prefer to work as a group on projects, I think that individual projects benefit more students.

- Defend your choice with reasons, details, and examples from your own experience.

I consider individual projects to be better for learning for several reasons. One is, it is too easy for one or more of the group members to not be, uh, to be inactive and allow the better . . . the more capable member or members to do the work. When people are working on a . . . an individual project they cannot leave it to the more capable members to complete, but take, or . . . must take the responsibility of doing the work themselves. Their inactivity has roots in not knowing how to proceed and that those members who know, uh . . . with the know-how can act like private tutors. However, it is more often that the ones who understand the project the best just, just take over the work.

By doing an individual project, the person not only learns how to tackle the work, but also learns the content of the project. Um, next is, uh, it is almost impossible to schedule a meeting time that works, that is suitable for everyone. This is not a problem when the students are working on individual projects. Third, teacher feedback on an individual project is good for . . . beneficial to . . . the individual. Feedback on a group project may be irrelevant for some of the individuals involved in a group project. And then, uh, finally, a student working on his own learns more in his own time, and the given feedback is relevant.

The following is an outline of the reasons and examples in the above speech.

Reason 1: Can't be an inactive group member
  Defense – must learn how to plan the project
  Defense – learns the material of the project

Reason 2: Scheduling meeting times
  Defense – no time is convenient for all
  Defense – scheduling is not an issue for the individual

Reason 3: Getting feedback
  Defense – feedback is relevant to the individual

Step 4 Make a transcript of your speech, as shown above.

Step 5 Make corrections to your speech, eliminating mistakes, long hesitations, self-corrections, or repetitions.

While many students prefer to work as a group on projects, I think that individual projects benefit more students. I consider individual projects to be better for learning for several reasons. First, it is too easy for one or more of the group members to be inactive and allow the more capable member or members to do the work. When people are working on an individual project, they cannot leave it to the more capable members to complete, but must take the responsibility of doing the work themselves. It could be argued that their inactivity has roots in their not knowing how to proceed and that those members with more know-how can act like private tutors. However, it is more often the case that the ones who understand the project the best just take over the work. By doing an individual project, the individual not only learns how to tackle the project work, but also learns the content of the project. Second, it is almost impossible to schedule a meeting time that is suitable for everyone. This is not a problem when the students are working on individual projects. Third, teacher feedback on an individual project is beneficial to the individual. Feedback on a group project

may be irrelevant for some of the individuals involved in a group project. In conclusion, a student working on his or her own learns more in his or her own time and the given feedback is relevant to that particular person's development.

Step 6 Follow these steps to set a realistic goal to attain while preparing for the TOEFL test.

a. Time yourself as you read the corrected transcript above at your normal speaking speed. How many seconds did it take you to read the speech? ____
b. Time yourself as you read the speech aloud again. This time, stop when 45 seconds have passed. How far did you get in the speech? Line ____
c. How many of the examples do you think the person who gave this speech would be able to discuss in 45 seconds? Remember, the speaker would have made natural hesitations and speaking mistakes. Eliminate unnecessary examples and details.

Other ways to organize your speech

The pattern shown above for organizing your ideas is a simple, straightforward way to plan your response to the personal choice task. However, you might want to compare or contrast the two choices. There are two basic patterns that you can use to compare the two choices and indicate your preference. If you choose to compare and contrast, it is important to choose only one of them. If you mix the two patterns, you will confuse your listeners.

All of one, then all of the other

Topic statement
- Option 1
  - Positive points
  - Negative points
- Option 2
  - Positive points
  - Negative points

Concluding statement

Point by point

Topic statement
- Positive points
  - Option 1
  - Option 2
- Negative points
  - Option 1
  - Option 2

Concluding statement

Exercises S20–S25

Use Exercises S20–S25 to develop your skills in making your choice, planning your speech, and presenting it.

EXERCISE S20 *Making a personal choice*

Look at the following choices and quickly decide which choice you could most easily defend. Do not take more than five seconds to decide.

cats or dogs as pets *dogs*

1. movies on TV or movies at the theater _____
2. traditional food or exotic food _____
3. outdoor sports or indoor sports _____
4. city life or country life _____
5. the sciences or the arts _____

EXERCISE S21 🎧 *Restating the task and stating your position*

Read the following task. Quickly choose your preference. Record your restatement of the task to include the topic of your speech.

You read and hear:

Some people believe that students should immediately go on to college after completing high school. Others believe that students should take a year or more off between high school and college. Which approach do you think is better for students interested in getting a college degree? Include details and examples in your explanation.

You say:

While many people believe students should go straight on to college after graduating from high school, I think that individuals benefit from time away from studying.

START ▶

Some students would like to have a long vacation during the academic year. Other students would like to have several shorter vacations during the academic year. What is your preference and why? Include details and examples in your explanation.

STOP ■

EXERCISE S22 *Sequencing ideas for personal choices*

Take 10 seconds to think about the points you want to discuss for the preference you stated in Exercise S21. Think about how those points should be ordered. You will not have time to write them down. Record the points in a speech format. An example is shown below. It is based on the example in Exercise S21.

You think:

Benefits from waiting
- Student burnout
- Can think about what student wants to study
- Can get a job
- Money for studies
- Learn responsibilities
- Can travel
- Gain experiences
- Learn self-reliance

You say:

First, many students are burned out after intense studying to pass the exams that will get them into college. After a break, they will be able to concentrate better. Second, many students are not really sure about what they want to study. They might have a better idea of their true goals as well as be more mature in approaching those goals after a year or so away from academic work. Finally, students can learn how to be responsible and gain self-reliance from either holding down a job or traveling. Both a job and traveling will also provide experiences that students can use to support their studies.

EXERCISE S23 *Making a concluding statement*

To complete your speech, you can conclude by tying your introductory statement in with the points you have made. Take a few seconds to think of a concluding statement. Record a concluding statement for the task you started in Exercise S21 and continued in Exercise S22.

> *In conclusion, students can benefit from a break from studying if they use the time in a profitable way.*

EXERCISE S24 🎧 *Putting it all together*

Practice planning speeches using the tasks that have already been presented, but make a different choice or provide different supporting ideas. Record your speeches. Don't worry about the time limit at first. Gradually work up to completing the task within the time limit.

START ▶

1. Some students prefer to do group projects. Other students prefer to do individual projects. Which kind of projects do you think produce more learning and why?
2. Some people believe that students should immediately go on to college after completing high school. Others believe that students should take a year off between high school completion and starting college. Which approach do you think is better for students interested in getting a college degree? Include details and examples in your explanation.
3. Some students would like to have a long vacation during the academic year. Other students would like to have several shorter vacations during the academic year. What is your preference and why? Include details and examples in your explanation.

STOP ■

EXERCISE S25 *Analyzing and scoring your responses*

Listen to your taped responses from Exercise S24. Check the list in Practice with Analyzing Your Responses on p. 330 to see whether you have met the requirements of the independent speaking tasks. Give each response a score and state why you decided on that score.

- A score of 4 is for a response that meets all the requirements.
- A score of 3 indicates that the speech was appropriate but was weak in some of the areas mentioned in the list.
- A score of 2 indicates some difficulties in clarity of speaking, a limited range of grammar and vocabulary, or a lack of organization of ideas.
- A score of 1 indicates a lack of clarity in speech, a very limited range of vocabulary, and a lack of ideas to support the preference.
- A score of 0 is given when no attempt has been made or when the attempt does not address the task.

1. Score ____ Reasons _____
2. Score ____ Reasons _____
3. Score ____ Reasons _____

PRACTICING THE INDEPENDENT SPEAKING TASKS

Now that you have studied the process for responding to the independent tasks, review the steps below and practice more speaking tasks. Respond to the tasks in Exercise S26 below. Record your responses, analyze them, and score them.

1. Listen carefully to the task.
2. Decide what you must do in your response. Ask yourself these questions:
   - What personal preference or personal choice must I address?
   - What must I do to meet the requirements of the task?
3. Quickly decide on your topic.
4. Take 15 seconds to plan your introductory statement, the ideas you will present, and the concluding statement.
5. Give your speech.

EXERCISE S26 Use Exercise S26 to practice responding to independent speaking tasks.

EXERCISE S26 🎧 *Practice responding to independent speaking tasks*

Practice responding to the following independent speaking tasks. Try to prepare your response in 15 seconds and give your speech in 45 seconds. Record your speech and give it a score, using the list of questions in Practice with Analyzing Your Responses on p. 330 as a guide.

START ▶

Personal preference tasks

1. Name an academic subject that you like and explain why it attracts you. Include details and examples to support your explanation.
2. Describe a personal possession that is special to you and explain why it is important. Include details and examples to support your explanation.
3. Describe a feature of your city that you consider interesting and explain why you think it is interesting. Include details and examples to support your explanation.

Personal choice tasks

4. Some people prefer television programs that present serious issues. Other people prefer those that are for entertainment only. Which kind of program do you consider the most important for people to watch and why?
5. Some people prefer to focus their energy to excel in one activity. Other people prefer to participate in many different activities. Which method do you think is better for the development of a person's intellect and why?
6. Some people believe that children should begin their formal education at an early age (three to five years old). Other people believe that children should begin their formal education later (six to seven years old). Which age do you think is best for a child to begin a formal education and why?

STOP ■

For further practice, use the above tasks but choose a different topic or preference to support.

INTEGRATED SPEAKING TASKS

In the integrated speaking portion of the TOEFL iBT test, you will give a short speech based on a subject presented in a passage or passages. For the reading/listening/speaking tasks, you will read a short passage on a given topic, then listen to a speaker (or speakers) talk about the same topic. You will then see and hear a question. You will be asked to respond to the question by synthesizing and summarizing the information you have read and heard.

For the listening/speaking tasks, you will listen to a conversation or part of a lecture. You will then see and hear a question. You will be asked to respond to the question by summarizing the information you have heard. In some cases, you will be asked to summarize and then give your opinion about the information you heard.

An effective response begins with a statement that introduces the focus of the task. The body of the speech is made up of information that addresses the task using information from the passage or passages. A concluding statement completes the speech.

THE INTEGRATED READING/LISTENING/SPEAKING TASKS

Strategies to Use for the Integrated Reading/Listening/Speaking Tasks

1. Read the question carefully and make sure you understand the requirements of the task.

You will be asked to complete two integrated reading/listening/speaking tasks, one about a campus situation and the other about an academic subject. The campus situation task starts with a short reading passage that presents a campus-related problem. The listening passage that follows is a conversation that relates to or comments on the issue in the reading. You will be asked to show your understanding of the issue or problem by briefly summarizing the opinions presented in the listening passage based on the information given in the reading passage.

The academic task presents a concept, process, or idea in a short reading passage. The listening passage that follows is a short lecture that illustrates the concept or process with more specific examples and information. You will be asked to show your understanding of the topic by combining information from both passages and describing how the specific examples illustrate the broader concept or process.

2. Read the passage carefully and take notes.
The reading passage sets the context for the conversation or lecture. The main ideas stated in the reading will be needed to synthesize information from the conversation or lecture. You will have to use information from the reading passage in your response.

You will have 45 seconds to read the passage. You will not see the passage again. Take notes while you read so that you can remember the important points of the reading when you begin to speak.

3. Listen carefully to the conversation or lecture and take notes.
You will hear the listening passage only once. Take notes while you listen so that you can remember the important points and how they relate to the reading passage.

4. Read and listen carefully to the question. Consider the task and what it is asking you to do.
You will have 30 seconds to plan a response that addresses the task. A response that is not connected to the task will get a low score.

Ask yourself these questions:

- What is the topic I need to address?
- What am I being asked to do?
- How can I introduce my speech?

5. Look over your notes and plan your response.
You will have 30 seconds to plan your response. Compare your notes from the two passages and decide on the relevant information. You will not have time to write a response, and a written response would not show your natural speaking abilities. However, you will want to use your notes in order to refer to points made in the reading and listening passages.

6. Be familiar with the time limit.
Practice with a timer to get a sense of how much you can say in 60 seconds. On test day, pay attention to the timer on the screen to see how much time is left to make your points.

7. Get ready for the next item.
It is easy to get anxious if you run out of time and have not finished what you intended to say, or if you finish what you want to say and there is still time left. Take a deep breath to help you relax and get ready for the next part of the test.

Preparing to give a timed response

Study the steps and the example task on the pages that follow. You can use these steps to prepare for the reading/listening/speaking tasks. *Note:* The example task in this section does not contain a full-length reading or listening passage.

Step 1 Read the passage carefully and take notes.

TOEFL Speaking — Question 3 of 6

Reading Time: 45 seconds

Human Thinking

Human beings are capable of thinking in two basic ways. Convergent thinking neatly and systematically tends toward an answer. Divergent thinking tends away from a center, perhaps in several directions at once, seeking avenues of inquiry rather than a particular destination. Scientists, on the whole, engage in convergent thinking, but it is divergent thinking that breaks with the past and leads to unpredictable conclusions.

Reading notes

Convergent thinking – neat, tends toward answer, scientists' thinking
Divergent thinking – several directions, unpredictable results

Step 2 Listen carefully to the conversation or lecture and take notes.

On your screen you will see a photograph of the speaker or speakers with a timer bar to indicate time elapsed. The photograph is to show the context only.

TOEFL Speaking — Question 3 of 6

The idea of convergent and divergent thinking stems from the discovery that the hemispheres of the brain are specialized. The left side is more systematic and the right more creative. Obviously, since we have at our

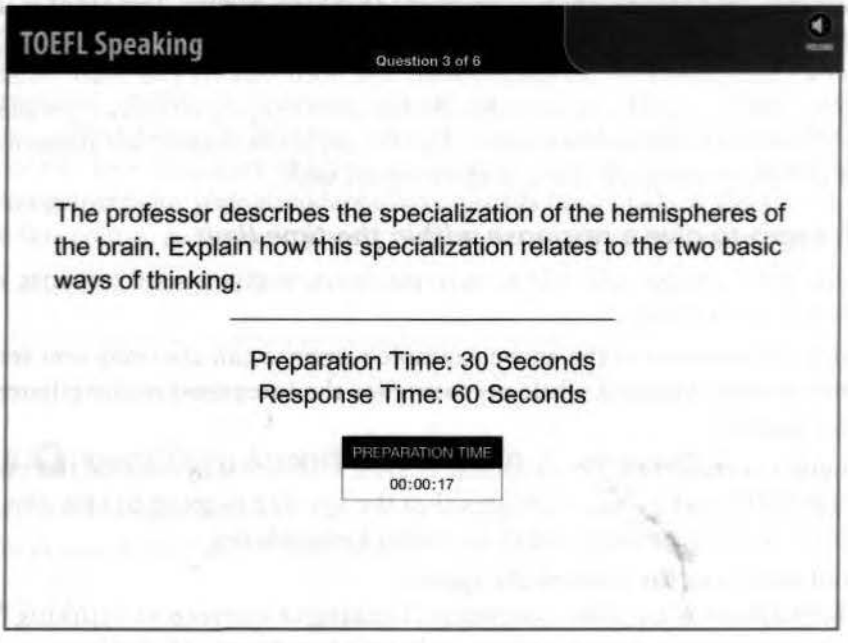
disposal both hemispheres, we are all capable of both convergent and divergent thinking. However, supposedly we each have our favorite side, the one we use when we are not forced by circumstances to think using the other side. However, it is quite likely that when we encounter a problem we go back and forth between hemispheres, engaging in both convergent thinking on the left side and divergent thinking on the right side. Even though people favor one way or the other, there are exercises that supposedly increase one's ability to use both sides effectively.

Note: You will not see a transcript of the listening passage on the day of the test.

Listening notes

The brain hemispheres – specialized
Left side – systematic, convergent
Right side – creative, divergent
People favor one side but can use both in problem solving
Exercises to increase abilities

Step 3 Read and listen carefully to the question. Consider the task and what it is asking you to do.



Step 4 Ask yourself what the topic is and what you are being asked to do.

The topic concerns specialization of the brain hemispheres. I need to:

- Introduce the topic
- Explain the relationship between ways of thinking and brain specialization
- Finish with a concluding statement

Step 5 Look over your notes and plan your response.

Reading notes	Listening notes
Convergent thinking – neat, tends toward answer, scientists' thinking *Divergent thinking – several directions, unpredictable results*	*The brain hemispheres – specialized* *Left side – systematic, convergent* *Right side – creative, divergent* *People favor one side but can use both in problem solving* *Exercises to increase abilities*

Step 6 Record your speech. Be familiar with the time limit.

You will have 60 seconds to give your speech. Study the following example response. *Note:* The example below does not contain a full-length response, and the natural speech features (hesitations, corrections, etc.) have been taken out for easier analysis.

> *The two kinds of thinking discussed are convergent and divergent thinking. These kinds of thinking are related to how the hemispheres of the brain are specialized. One side of the brain – the left side – is more systematic, and this is where convergent thinking occurs. The other side of the brain is more creative, and this is where divergent thinking occurs. The professor indicates that people probably use both sides of the brain when thinking about a problem, but that if they aren't trying to solve a problem, they think with their favorite side. People can do exercises that improve their ability to use both sides of their brains well.*

Step 7 Learn to give a response within the time limit.

Follow steps 4–6 on pp. 333–334 to help you learn to give a good response within the specified time frame.

The following analysis of the above example response can also help you set an attainable goal for yourself while preparing for the integrated reading/listening/speaking tasks.

Introductory statements The response begins with a restatement of the task – the two kinds of thinking – and indicates that the speaker is going to talk about how this relates to the specialization of the brain hemispheres.

Ideas and details in the body of the speech

- left hemisphere is used for systematic thinking or convergent thinking
- right hemisphere is used for creative thinking or divergent thinking
- people can use both sides of the brain for problem solving
- people favor one side

Conclusion The response is completed with the point that exercises improve a person's ability to use both kinds of thinking.

PRACTICE WITH THE CAMPUS SITUATION TASK

In the campus situation task, you will have 30 seconds to plan how you are going to introduce the topic, present the ideas, and conclude the speech. Then you will have 60 seconds to give your speech.

First, a narrator will introduce the context or setting. This is followed by a reading passage that discusses a problem or issue related to campus life. Then you will listen to a conversation in which two people give opinions about that problem or issue. After the conversation, the narrator will state the speaking task.

Exercises S27–S31

Use Exercises S27–S31 to practice the steps for responding to a question that relates to a reading and a conversation. *Note:* The skill-building exercises are not full length.

EXERCISE S27 *Identifying important points in a reading passage*

Read the passage, and write the important points on the lines below.

START ▶

An announcement about a change in one of the University of the Rockies courses is posted on the classroom door. You have 45 seconds to read the announcement. Begin reading now.

STOP ■

Reading Time: 45 seconds

Due to a sudden emergency, Professor Blake's Course 101 – Survey of American Literature – class will not be held this semester. Registered students are encouraged to join Course 104 – Literature of Minority Groups – held in Room 345 at the same time. Arrangements for your attendance have already been made. If you do not want to attend this course, go to the Registrar's Office to complete the drop/add procedure.

_____

_____

_____

EXERCISE S28 *Identifying important points in a conversation*

Listen to the conversation that relates to the reading in Exercise S27. Write down the important points. Keep track of each speaker's opinion.

START ▶

Now listen to two students as they discuss the announcement.

Man's points:	Woman's points:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STOP ■

EXERCISE S29 🎧 *Analyzing the task that relates to the conversation*

Listen to the task that relates to the reading in Exercise S27 and the conversation in Exercise S28. Think about what you will need to do in your response. Although you will not have time to write notes for your response on the day of the test, you may want to practice writing them in this exercise.

START ▶

The woman expresses her opinion about the course replacement. State her opinion and explain the reasons she gives for that opinion.

STOP ■

I need to:

1. state the topic _____
2. state the woman's opinion _____
3. state her reasons for the opinion _____

_____

EXERCISE S30 *Planning your speech*

Think through the following steps. Take as much time as you need to prepare in this exercise. As you work through other exercises, try to gradually shorten your preparation time to 30 seconds.

1. Plan your introduction using the information from the reading in Exercise S27, the speaker's opinion in Exercise S28, and the task requirements in Exercise S29.
2. Use the notes you took in Exercises S27 and S28 to help you plan your response to the task.
3. Plan a concluding statement to complete the task.

EXERCISE S31 *Recording your speech*

Give the speech you planned in Exercise S30. Record your speech so you can analyze and evaluate it.

PRACTICE WITH THE ACADEMIC TASK

In the academic task, you will have 30 seconds to plan how you are going to introduce the topic, present the ideas, and conclude the speech. Then you will have 60 seconds to give your speech.

A narrator will introduce the context of the reading passage. The reading passage presents information on an academic topic. Then you will listen to part of a lecture that relates to the reading topic. After the lecture, the narrator will state the speaking task.

Exercises S32–S36

Use Exercises S32–S36 to practice the steps for responding to a question that relates to a reading and a lecture: *Note:* The skill-building exercises are not full length.

EXERCISE S32 *Identifying important points in a reading passage*

Read the passage and write down the important points on the lines below.

START ▶

Now read a passage about an incident leading up to the American War of Independence. You have 45 seconds to read the passage. Begin reading now.

STOP ■

Reading Time: 45 seconds

The Boston Tea Party of 1773 was not a tea party at all, but the first major act of defiance on the part of the American colonists against their British rulers. The British Parliament under King George III had imposed taxes on the colonies. A party of prominent citizens disguised themselves as Native Americans and secretly boarded ships that were laden with tea. They then threw the entire cargo of tea overboard. This incident was a prelude to the American War of Independence.

EXERCISE S33 *Identifying important points in a lecture*

Listen to a lecture that relates to the reading in Exercise S32. Write down the important points.

START ▶

Now listen to part of a lecture on the background to the American War of Independence.

STOP ■

EXERCISE S34 🎧 *Analyzing the task that relates to the lecture*

Listen to the task. Think about what you will need to do in your response. Although you won't have time to write your analysis in the test, you may want to practice writing it in this exercise.

START ▶

The professor gives the background information about the incident that was the prelude to the American War of Independence. Explain how the events were related to the colonists' behavior.

STOP ■

I need to:

1. state the topic _____
2. state the events _____
3. state the relationship _____

_____

EXERCISE S35 *Planning your speech*

Think through the following steps. Take as much time as you need in this exercise. As you work through other exercises, try to gradually shorten your preparation time to 30 seconds.

1. Plan your introduction using the information in the reading in Exercise S32, the lecture in Exercise S33, and the task requirements in Exercise S34.
2. Use the notes you took in Exercises S32 and S33 to help you plan your response to the task.
3. Plan a concluding statement.

EXERCISE S36 *Recording your speech*

Give the speech you planned in Exercise S35. Record your speech so you can analyze and evaluate it.

PRACTICE WITH ANALYZING YOUR RESPONSES

Keep the following list of questions in mind as you analyze your responses to the reading/listening/speaking tasks:

1. Is the pronunciation in the speech easy to understand?
2. Does the intonation in the speech sound natural?
3. Does the speech show control of a variety of grammatical structures?
4. Has the word choice been effective?
5. Is the speech coherent?
6. Are the ideas from the reading and listening passages well organized?
7. Have the main ideas been presented?
8. Have the appropriate supporting details been used?
9. Does the response paraphrase the ideas and details accurately?
10. Has the speech been completed within the allotted time?

Exercise S37 Use Exercise S37 to develop your skills in analyzing your responses to the reading/listening/speaking tasks.

EXERCISE S37 *Analyzing and scoring your responses*

Listen to your taped responses from Exercise S31 and Exercise S36. Check the list in Practice with Analyzing Your Responses, p. 346, to see whether you have met the requirements of the reading/listening/speaking tasks. Give each response a score and state why you decided on that score.

- A score of 4 is for a response that meets all the requirements.
- A score of 3 indicates that the speech was appropriate but was weak in some of the areas mentioned in the list.
- A score of 2 shows some difficulties in clarity of speaking. Inaccurate information may have been presented, or essential information from the reading or listening may be missing.
- A score of 1 is for a speech that meets only a few of the requirements.
- A score of 0 is given when no attempt has been made or the attempt does not address the task.

1. Score _____ Reasons _____
2. Score _____ Reasons _____

PRACTICING THE INTEGRATED READING/LISTENING/SPEAKING TASKS

Now that you have studied the approach for responding to the integrated reading/listening/speaking tasks, review the six steps outlined in Preparing to Give a Timed Response, pp. 339 – 342, and practice more speaking tasks. Respond to the tasks in Exercise S38. Record your responses and score them.

Exercise S38 Use Exercise S38 to develop your skills in responding to the reading/listening/speaking tasks.

EXERCISE S38 🎧 *Responding to the integrated reading/listening/speaking tasks*

Give yourself 45 seconds to read each passage. Then you will hear a conversation or lecture. Try to prepare your response in 30 seconds and give your speech in 60 seconds. Record your speech and give it a score according to the checklist in Practice with Analyzing Your Responses on p. 346 and the guidelines in Exercise S37 above. The screens in the first item appear as they will on the actual test.

START ▶

1. The University of the Rockies is planning to tear down a building on campus. Read the announcement about the demolition of the building. You have 45 seconds to read the announcement. Begin reading now.

PAUSE ⏸ (for 45 seconds)

TOEFL Speaking Question 1 of 8

Reading Time: 45 seconds

The University Board of Trustees has decided that the Old Main classroom building should be demolished to make room for a new fine arts center. The proposed building would serve the university drama, music, and art majors. Besides classrooms, the building would contain several stages – a main stage for visiting groups and major productions and two smaller stages for experimental theater classes – a large concert hall and many practice rooms, and an exhibition hall with a permanent collection of artwork and space for students' temporary shows as well as many workrooms. The heating and cooling system will be provided by green energy.

Now listen to two students as they discuss the announcement.

TOEFL Speaking Question 1 of 8

TOEFL Speaking

Question 1 of 8

The man expresses his opinion of the plans being made by the University Board of Trustees. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time: 30 Seconds
Response Time: 60 Seconds

PREPARATION TIME
00:00:24

2. The Medical Faculty has announced that a guest speaker will be giving a talk. Read the announcement about the talk. You have 45 seconds to read the announcement. Begin reading now.

Reading Time: 45 seconds

As part of the "Endeavor Toward Health" workshop sponsored by the Medical Faculty, Dr. James Filbert from the Monterey Health Organization will be presenting a lecture titled "Living with Restless Leg Syndrome" at 2:00 p.m. in the campus auditorium. This illness is frequently misdiagnosed because of the difficulties its sufferers have describing their pain. The fact that it tends to be found within families indicates an underlying genetic cause. Dr. Filbert will be discussing the symptoms of Restless Leg Syndrome and ways to alleviate the pain. The public is invited to attend.

Now listen to two students as they discuss the announcement.

The woman explains her interest in listening to the guest lecturer. State her interest and explain the problems surrounding the syndrome.

3. The University of the Rockies is planning to make a change in the number of required courses in physical education. Read the president's quote, taken from his interview with a reporter from the student newspaper. Begin reading now.

   Reading Time: 45 seconds

   "The reality is that physical education courses are not considered to be essential by students themselves, who resent having so many required courses when they want to concentrate on their major subject. This requirement almost seems like a continuation of high school requirements. We believe that students should take responsibility for their own physical condition. Money saved from reducing the number of physical education courses offered will be useful in updating our science and computer labs, as well as going toward more acquisitions for the library."

   Now listen to two students as they discuss the quote.

   The woman expresses her opinion of what the president was quoted to have said to the reporter. State her opinion and explain the reasons she gives for holding that opinion.

4. The Maintenance Department has announced that the main classroom building will be undergoing some changes. Read the announcement about the renovation. You have 45 seconds to read the announcement. Begin reading now.

   Reading Time: 45 seconds

   During the summer session, classes will be held in the geology complex while the main classroom building is being renovated. When the renovation is completed, each room will be equipped with state-of-the-art equipment, such as computers that will allow teachers to project their lecture notes and supporting data onto a screen. Some of the classrooms will be turned into multimedia labs. Although the building has already been made accessible for the disabled, further improvements will be made to provide even better access to all classrooms. Motion sensors will be installed that turn lights on and off to conserve energy.

   Now listen to two students as they discuss the announcement.

   The woman expresses her opinion of the announcement made by the University's Maintenance Department. State her opinion and explain the reasons she gives for holding that opinion.

5. Now read the passage about marine organisms known as phytoplankton. You will have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

Inhabiting the photic zone, that upper layer of water where sunlight penetrates the world's oceans, phytoplankton provide the basis of almost all marine life. Found in greater abundance near land masses where there is a concentration of nutrients in the water, these single-celled plants enrich the food chain. Sunlight provides them with the energy needed for photosynthesis, turning the phosphates and nitrates in the water and carbon dioxide from the atmosphere into the molecules that they live on. The by-product of photosynthesis is oxygen. It is estimated that 75 percent of the world's oxygen is produced by phytoplankton. Phytoplankton usually go unnoticed until physical conditions cause some species to bloom, a phenomenon known as the red tide.

Now listen to part of a lecture on ocean plants in a marine biology class.

The professor describes an experiment done on phytoplankton. Explain how the implications of this experiment relate to phytoplankton.

6. Now read the passage about road management. You will have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

Road signs and markings are a ubiquitous feature of towns and cities around the world. The purpose of this system is to ensure the safety of both drivers and pedestrians by separating them and by controlling traffic speed and flow. Drivers are obligated to restrict their speed, follow directions, and park and stop only in designated areas. Pedestrians are further protected by raised sidewalks from which motor traffic is restricted. At road intersections motor vehicle movement is strictly managed by traffic lights and road markings. The requirement of road users to obey road markings, signs, and signals is backed up by legal sanctions leveled against those who ignore the traffic rules.

Now listen to part of a lecture in a civil engineering class.

The professor describes an experimental system of road management. Explain how this experiment is related to road users' behavior.

7. Now read the passage about cultural perceptions of time. You will have 45 seconds to read the passage. Begin reading now.

   Reading Time: 45 seconds

   Time can be regarded as neither a biological nor a physical absolute but as a cultural invention. Different cultures have differing perceptions about the passage of time. At opposing ends of the spectrum are the "monochronic," or linear, cultures and the "polychronic," or simultaneous, cultures. In monochronic societies, schedules and routines are primary. Monochronic societies tend to be more efficient and impartial. However, they may be blind to the humanity of their members. In polychronic societies, people take precedence over schedules. People are rarely alone, even at home, and are usually dealing with several people at once. Time and schedules are not priorities.

   Now listen to part of a lecture in a cultural studies class.

   The professor describes the behavior of monochronic and polychronic people. Explain how their behavior is related to their suitability in the workplace.

8. Now read the passage about weathering. You have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

The weathering of rocks refers to a breakdown due to the exposure to atmospheric elements. Weathering is different from erosion in that in weathering, there is no movement of material. Weathering processes are generally classified into three groups: mechanical, chemical, and biological. Mechanical processes such as the freeze-thaw cycle of water can shatter rocks. A chemical process occurs when rain causes a chemical reaction with the minerals in the rock. Biological processes refer to processes that are caused by organisms. An analysis of a rock and the way it has weathered can provide the geologist with information about the processes that were or are taking place in any given area.

Now listen to part of a lecture on weathering in a geology class.

The professor describes climatic conditions. Explain how these conditions relate to different weathering processes.

STOP ■

THE INTEGRATED LISTENING/SPEAKING TASKS

Strategies to Use for the Integrated Listening/Speaking Tasks

1. Read the question carefully and make sure you understand the requirements of the task.

You will be asked to complete two integrated listening/speaking tasks, one about a campus situation and the other about an academic subject. The campus situation task presents a student-related problem and possible solutions. You will be asked to show your understanding of the problem by summarizing it and to give your opinion about how it should be solved.

The academic task presents a term or a concept within an academic lecture. Examples and details within the lecture illustrate the topic. You will be asked to show your understanding of the topic by summarizing the lecture and describing how the examples relate to the topic discussed.

2. Listen carefully to the conversation or lecture and take notes.
The conversation or lecture passages are longer than those in the integrated reading/listening/speaking task. The conversation is between two students, between a student and an employee of the university, or between a student and a faculty member. The lecture is about an academic topic. Take notes as you listen so that you can remember the important points.

3. Read and listen carefully to the question. Consider the task and what it is asking you to do.
You will have 20 seconds to plan a response that addresses the task. A response that is not connected to the task will get a low score.

Ask yourself these questions:
- What is the topic I need to address?
- What am I being asked to do?
- How can I introduce my speech?

4. Look over your notes and plan your response.
You will have 20 seconds to plan your response. You will not have time to write a response, and a written response would not show your natural speaking abilities. However, you will want to follow your notes in order to refer to the points made in the listening passage.

5. Be familiar with the time limit.
Practice with a timer to get a sense of how much you can say in 60 seconds. On test day, pay attention to the timer on the screen to see how much time is left to make your points.

6. Get ready for the next item.
It is easy to get anxious if you have run out of time and not finished what you intended to say, or if you have finished what you want to say and there is still time left. Take a deep breath to help you relax and to get ready for the next part of the test.

Preparing to give a timed response

Study the steps and the example below. You can use these steps to prepare for the listening/speaking tasks. *Note:* The example task in this section does not contain a full-length listening passage.

Step 1 Listen carefully to the conversation or lecture and take notes.

On your screen you will see a photograph of the speaker or speakers with a timer bar to indicate time elapsed. The photograph is to show the context only.

(man) *When are you giving your presentation?*

(woman) *I'm on for next week.*

(man) *Next week? You must have been late signing up.*

(woman) *No, actually I signed up to give it early. I wanted to get it out of the way so that I could sit back and enjoy the other presentations without the thought lurking in my mind that I still had to face giving one.*

(man) *That's a thought, but I would feel pressed for time. I'd like to get a feel for how the presentations are going and what kind of feedback the professor gives. You know, get a feel for what he's looking for.*

(woman) *Yeah, but at the beginning of the term, you have more time to work on it. You know what I mean?*

(man) *Not really. I mean, you have two weeks to prepare, and I have two months.*

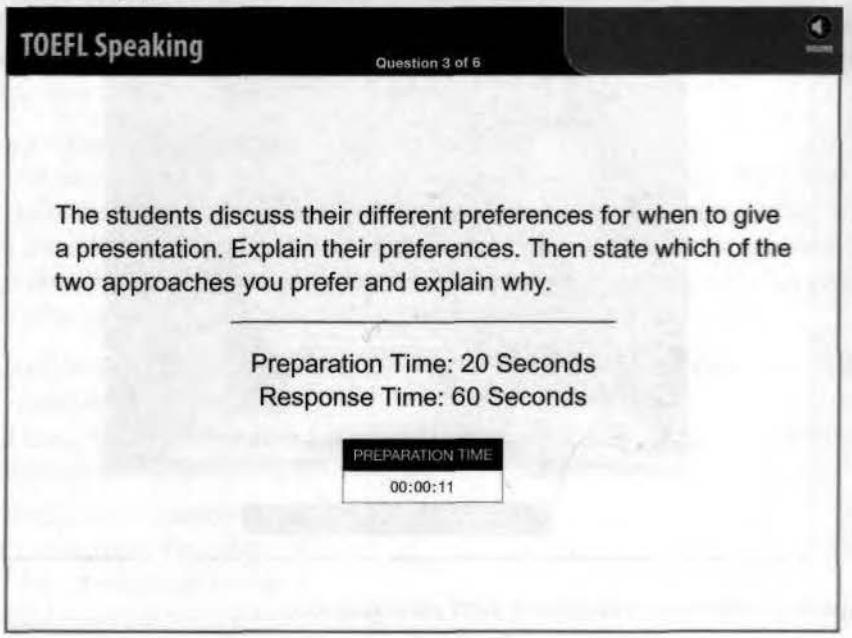
(woman) *That's what you think. You'll probably put off preparing until a week before you have to give your presentation, so the amount of time we have is the same. Besides, later in the semester, you have all the work in your other courses, whereas at the beginning of the semester, the workload tends to be lighter. I mean, the big papers and projects are usually due closer to the end of the semester.*

Note: You will not see a transcript of the listening passage on the day of the test.

Listening notes

Man: more time is better; feedback from professor
Woman: early presentation better; more time at beginning of term

Step 2 Read and listen carefully to the question. Consider the task and what it is asking you to do.



Step 3 Ask yourself what the topic is and what you are being asked to do.

The topic concerns the best time during a semester to give a presentation. I need to:

- Introduce the topic
- Explain the two students' preferences
- State my own preference
- Finish with a concluding statement

Step 4 Look over your notes and plan your response.

Man	Woman
prefers presentation later because: *1. prepare based on professor's comments to others* *2. have more time*	*prefers presentation early because:* *1. can do work early and then relax through the rest of semester* *2. less work from other courses*

Step 5 Record your speech. Be familiar with the time limit.

You will have 60 seconds to give your speech. Study the following example response. *Note:* The example below does not contain a full-length response, and the natural speech features (hesitations, corrections, etc.) have been taken out for easier analysis.

The students are discussing the problem of the best time of the semester to give a presentation. The woman prefers to do hers early in the semester and the man later. Like the man, I would prefer to give my presentation later in the semester, but not too close to the end. I think the professor's feedback to other students would determine how I organize my presentation and that my presentation would be better because of that knowledge. I would also feel more comfortable giving a presentation after I get to know my classmates better. Furthermore, it would be good to see what kind of

questions my classmates ask so that I can prepare to answer them. I agree with the woman that there might be conflicts between the amount of time to prepare the presentation and the amount of time that must be spent on other coursework. However, if I am careful about budgeting my time, I can complete the task without worrying about those conflicts. The woman is correct in that it will be difficult to relax when I listen to the other presentations until I no longer have my presentation to think about. After considering the woman's points, I would still follow the man's solution of waiting and learning.

Step 6 Learn to give a response within the time limit.

Follow steps 4–6 on pp. 333 – 334 to help you learn to give a good response within the specified time frame. The following analysis of the above example response can also help you to set an attainable goal for yourself while preparing for the TOEFL test.

Introductory statement The response begins with a restatement of the preferences being discussed by the two students – the best time during the semester to give a presentation.

Ideas and details in the body of the speech:

- Woman prefers early
- Man prefers later
- Speaker agrees with man
- Speakers present reasons for preference
- Includes the opinions of the two people in the listening passage
- Adds more reasons in the explanation for why he/she prefers one solution over the other solution

Conclusion The response is completed with a restatement of the speaker's preference for the man's solution.

PRACTICE WITH THE CAMPUS SITUATION TASK

In the campus situation task, you will have 20 seconds to plan your response and 60 seconds to speak.

A narrator will set the context for the campus situation conversation. The language in the conversation may be informal and will concern issues that face many university students. After you hear a discussion between two people, the narrator will state the speaking task. You will need to use the points made in the discussion to complete the task.

Exercises S39–S42

Use Exercises S39–S42 to practice the steps for developing a speech that relates to information from a conversation. *Note:* The skill-building exercises are not full length.

EXERCISE S39 🎧 *Identifying important points in a conversation*

Listen to the conversation and write the important points. Keep track of each speaker's opinion.

START ▶

Now listen to a conversation between two students.

Man's points:	Woman's points:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STOP ■

EXERCISE S40 🎧 *Analyzing the task that relates to the conversation*

Listen to the task you must respond to. Think about what you will need to do in your response. Although you won't have time to write notes for your response on the day of the test, you may want to practice writing them in this exercise.

START ▶

The students are discussing the possible choices in a decision they must make. State their problem. Then explain which decision you prefer and why.

STOP ■

I will need to:

1. state the topic _____
2. state the problem _____
3. explain and support my preference _____

_____

_____

EXERCISE S41 *Planning your speech*

Think through the following steps. Take as much time as you need in this exercise. As you work through other exercises, try to gradually shorten your preparation time to 20 seconds.

1. Plan your introduction using the information in the conversation in Exercise S39 and the task requirements in Exercise S40.
2. Use the notes you took in Exercise S39 to help you plan your response to the task.
3. Plan a concluding statement to complete the task.

EXERCISE S42 *Recording your speech*

Give the speech you planned in Exercise S41. Record your speech so you can analyze and evaluate it.

PRACTICE WITH THE ACADEMIC TASK

In the academic task, you will have 20 seconds to plan your response and 60 seconds to speak.

A narrator will set the context for the academic lecture. The language in the lecture is formal and usually concerns an academic topic. The topic is usually stated at the beginning of the lecture. After you hear the lecture, the narrator will state the speaking task. You will need to use the points made in the lecture to complete the task.

Exercises S43–S46 Use Exercises S43–S46 to practice the steps for developing a speech that relates to information from a lecture. *Note:* The skill-building exercises are not full length.

EXERCISE S43 🎧 *Identifying important points in a lecture*

Listen to the lecture and write down the important points.

START ▶

Now listen to part of a lecture in a cultural geography class.

STOP ■

EXERCISE S44 🎧 *Analyzing the task that relates to the lecture*

Listen to the task you must respond to. Think about what you will need to do in your response. Although you won't have time to write notes for your response on the day of the test, you may want to practice writing them in this exercise.

START ▶

Using points and examples from the lecture, explain how the population age distribution is contributing to financial problems for governments.

STOP ■

I need to:

1. state the topic _____
2. explain the points _____
3. discuss the financial problem _____

_____

_____

EXERCISE S45 *Planning your speech*

Think through the following steps. Take as much time as you need in this exercise. As you work through other exercises, try to gradually shorten your preparation time to 20 seconds.

1. Plan your introduction using the information in the lecture in Exercise S43 and the task requirements in Exercise S44.
2. Use the notes you took in Exercise S43 to help you plan your response to the task.
3. Plan a concluding statement to complete the task.

EXERCISE S46 *Recording your speech*

Give the speech you planned in Exercise S45. Record your speech so you can analyze and evaluate it.

PRACTICE WITH ANALYZING YOUR RESPONSES

Keep the following list of questions in mind as you analyze your responses to the listening/speaking tasks.

1. Is the pronunciation in the speech easy to understand?
2. Does the intonation in the speech sound natural?
3. Does the speech show control of a variety of grammatical structures?
4. Has the word choice been effective?
5. Is the speech coherent?
6. Are the ideas from the listening passage well organized?
7. Have the main ideas been presented?
8. Have the appropriate supporting details been used?
9. Does the response paraphrase the ideas and details accurately?
10. Has the speech been completed within the allotted time?

Exercise S47 Use Exercise S47 to develop your skills in analyzing your responses to the listening/speaking tasks.

EXERCISE S47 *Analyzing and scoring your responses*

Listen to your taped responses from Exercise S42 and Exercise S46. Check the list above to see that you have met the requirements of the listening/speaking tasks. Give your response a score, and state why you decided on that score.

- A score of 4 is for a response that meets all the requirements.
- A score of 3 indicates that the speech was appropriate but was weak in some of the areas mentioned in the list.
- A score of 2 shows some difficulties in clarity of speaking. Inaccurate information may have been presented, or essential information from the listening passage may be missing.
- A score of 1 is for a speech that meets only a few of the requirements.
- A score of 0 is given when no attempt has been made or the attempt does not address the task.

1. Score _____ Reasons _____
2. Score _____ Reasons _____

PRACTICING THE INTEGRATED LISTENING/SPEAKING TASKS

Now that you have studied the approach for responding to the integrated listening/speaking tasks, review the five steps outlined in Preparing to Give a Timed Response, pp. 356 – 359, and practice more speaking tasks. Respond to the tasks in Exercise S48. Record your responses and score them.

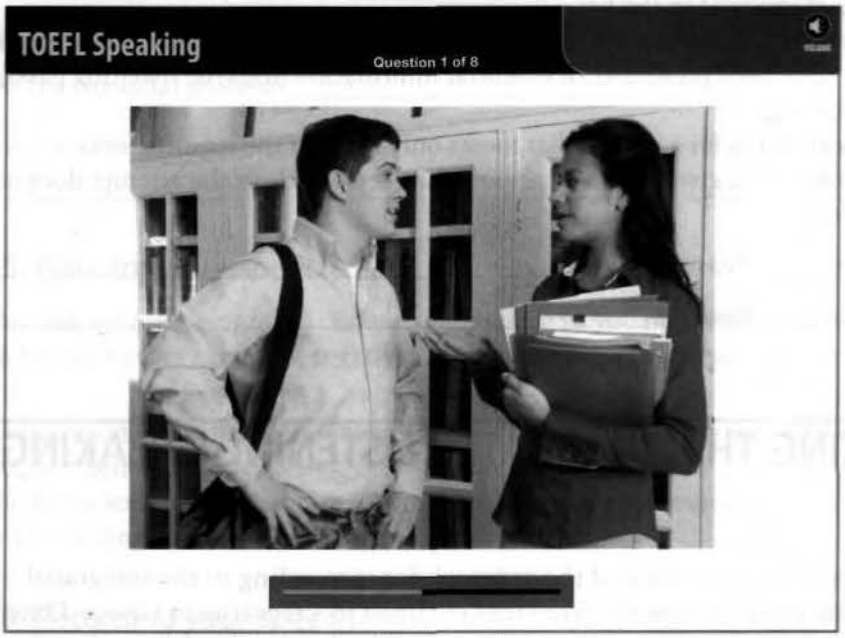
Exercise S48 Use Exercise S48 to develop your skills in responding to the listening/speaking tasks.

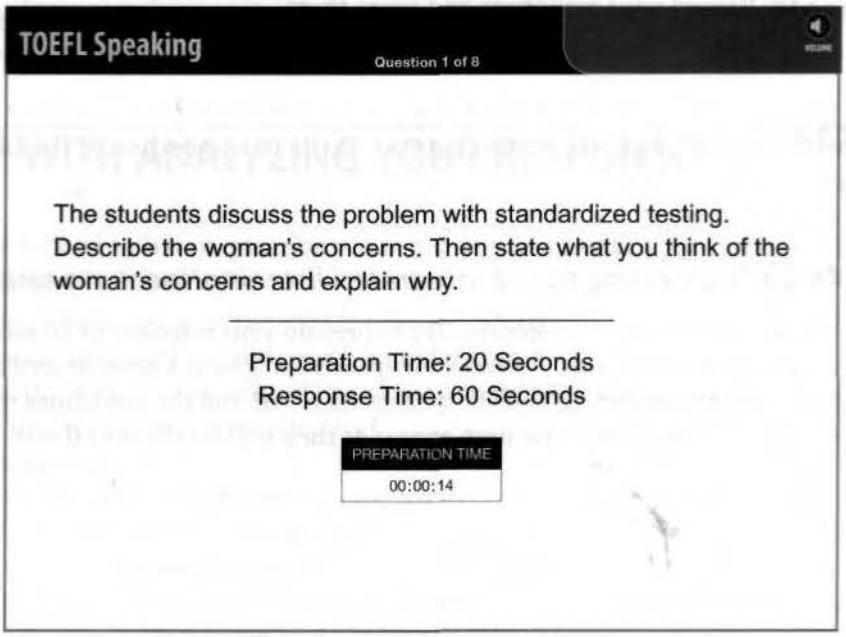
EXERCISE S48 🎧 *Responding to the integrated listening/speaking tasks*

You will hear a conversation or lecture. Try to prepare your response in 20 seconds and give your speech in 60 seconds. Record your speech and give it a score according to the list in Practice with Analyzing Your Responses on p. 362 and the guidelines in Exercise S47 above. The screens in the first item appear as they will on the actual test.

START ▶

1. Listen to a conversation between two students.





2. Listen to a conversation between two students.

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

3. Listen to a conversation between two students.

The students are discussing two possible places to meet to finalize their presentation plans. Describe their problem. Then state which of the two solutions you prefer and explain why.

4. Listen to a conversation between two students.

The man expresses his opinion about the changes in the physical education requirements for students. State his opinion, and explain the reasons he gives for that opinion.

5. Listen to part of a lecture in an agriculture class.

Using points and examples from the lecture, explain how goats are related to the spread of desertification.

6. Listen to part of a lecture in a criminal law class.

Using specific information from the lecture, explain the professor's concern about changing the justice system and what needs to be done before reforms are made.

7. Listen to part of a lecture in an ecology class.

Using points and examples from the lecture, explain how the use of intermediate technology is important for rural societies.

8. Listen to part of a lecture in a world history class.

Using points and examples from the lecture, explain how maritime nations affected the spice trade in Europe.

STOP ■

Speaking Section Practice Test

When you have taken the Diagnostic Test and completed the exercises recommended in the Answer Key for any Speaking questions you marked incorrectly, you can test your skills by taking this Speaking Section Practice Test. You can take this test either in this book or on the CD-ROM that accompanies this book. The Speaking Section Practice Test in the book is identical to the Speaking section of Test 2 on the CD-ROM.

During the Speaking Section of the actual TOEFL test, you may not go back and check your work or change your answers. Maintain the same test conditions now that would be experienced during the real test.

SPEAKING SECTION

Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer six questions by recording your response. Answer each of the questions as completely as possible.

In questions 1 and 2, you will first hear a statement or question about familiar topics. You will then speak about these topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will first read a short text. You will then listen to a talk on the same topic.

You will be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

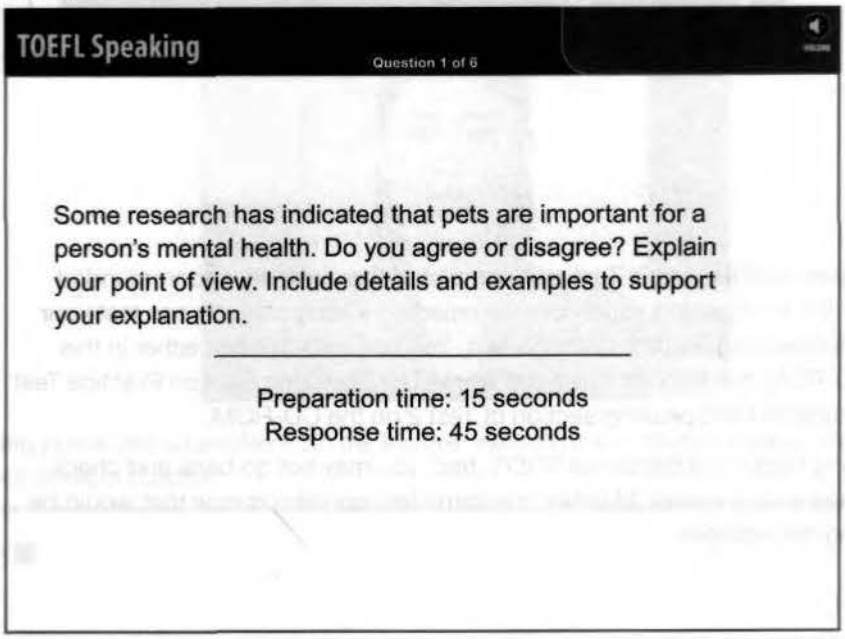
In questions 5 and 6, you will listen to part of a conversation or a lecture. You will be asked a question about what you heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response.

Listen carefully to the directions for each question. For each question you will be given a short time to prepare your response. When the preparation time is up, you will be told to begin your response.

START ▶

1. Please listen carefully.



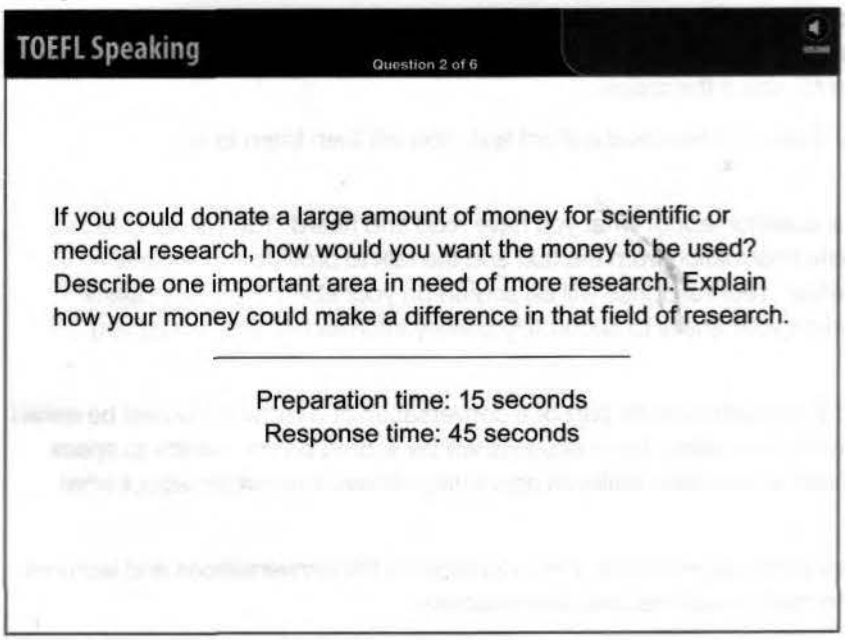
You may begin to prepare your response after the beep.

Please begin speaking after the beep.

STOP ■

START ▶

2. Please listen carefully.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

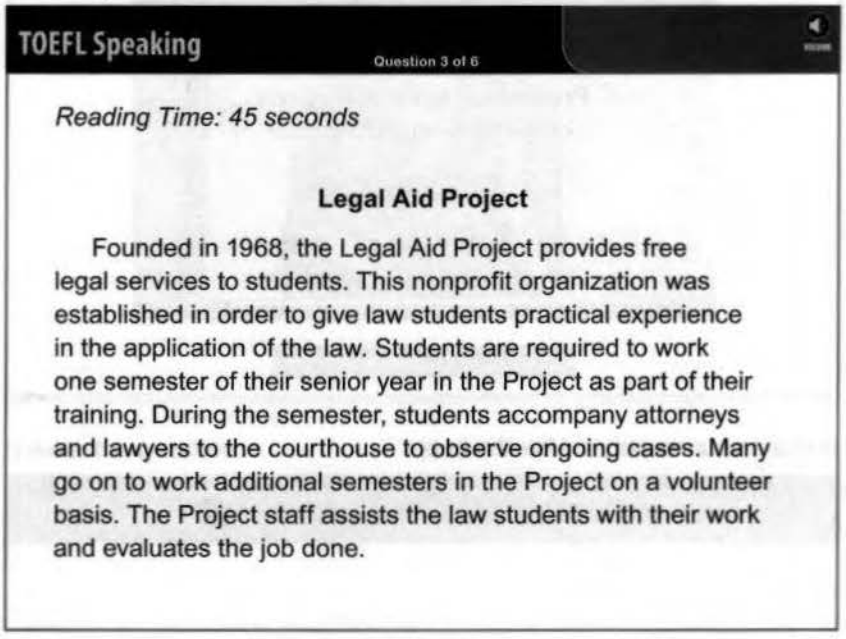
STOP ■

START ▶

3. Please listen carefully.

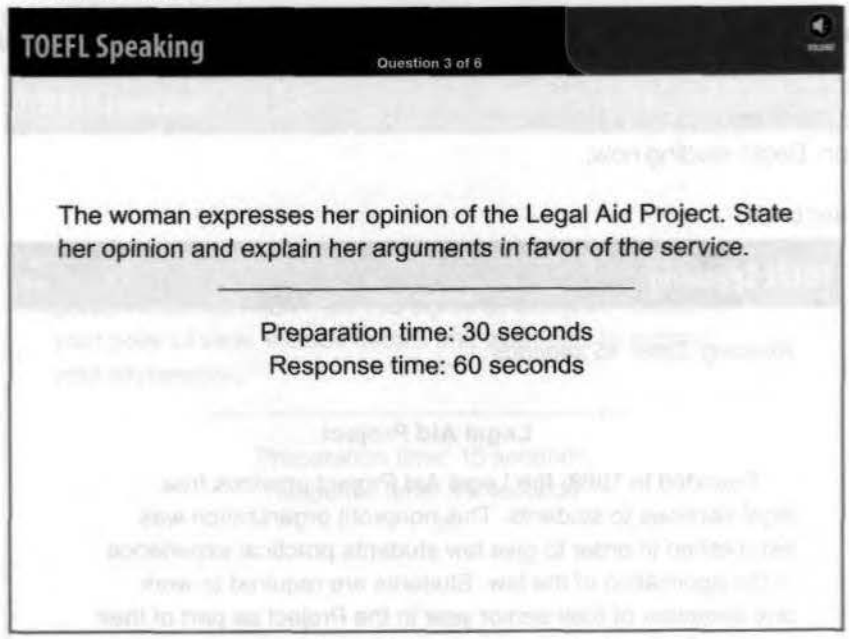
The student newspaper has published an article about different services offered on campus. Read the description of the Legal Aid Project. You will have 45 seconds to read the description. Begin reading now.

PAUSE ⏸ (for 45 seconds)



Now listen to two students as they discuss the Legal Aid Project.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

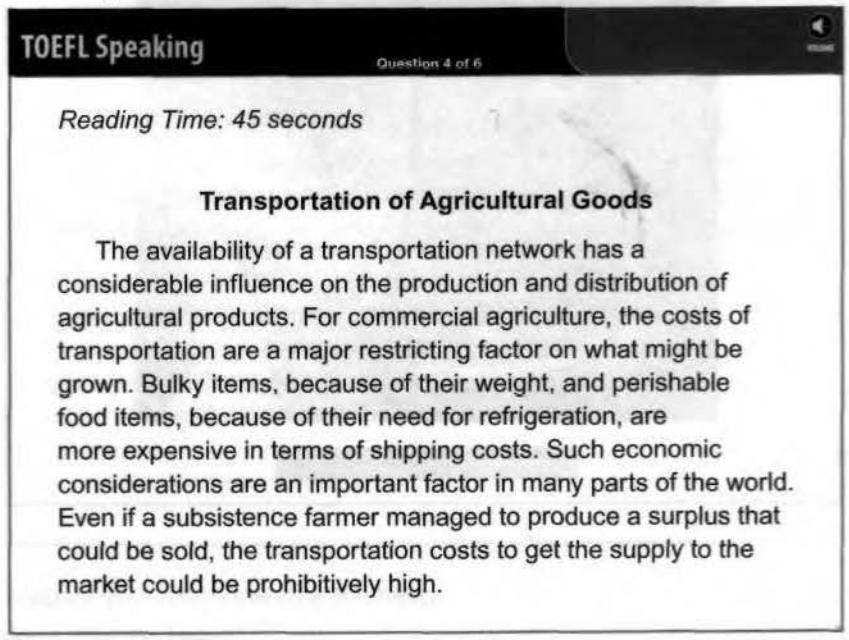
STOP ■

START ▶

4. Please listen carefully.

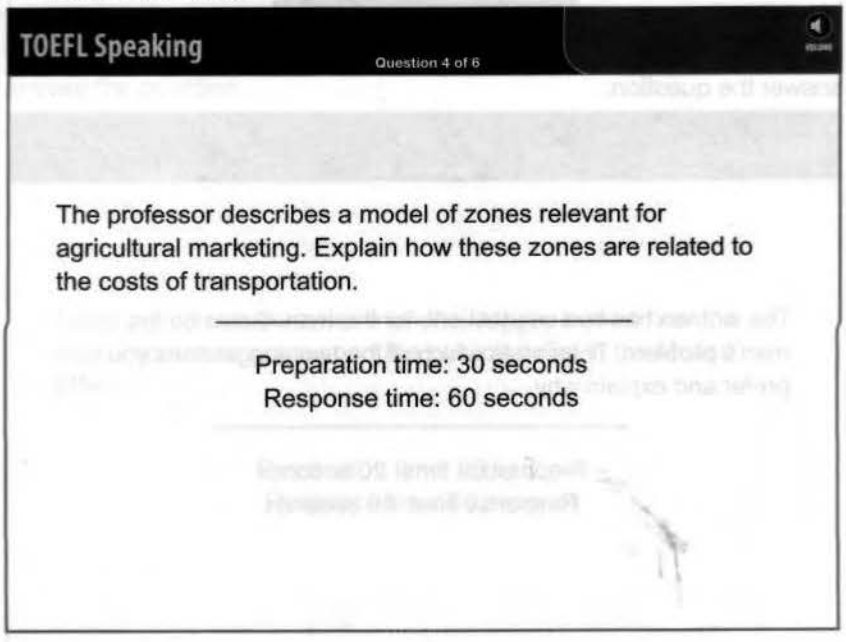
Read the passage about the transportation of agricultural goods. You have 45 seconds to read the passage. Begin reading now.

PAUSE ❚❚ (for 45 seconds)



Now listen to part of a lecture on this topic in a cultural geography class.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

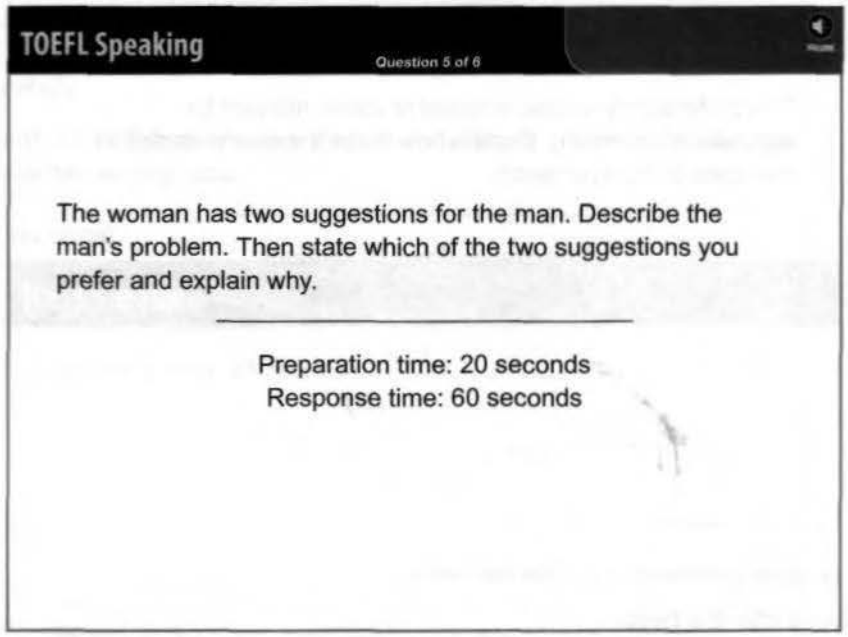
STOP ■

START ▶

5. Please listen carefully.

Listen to a conversation between two students.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

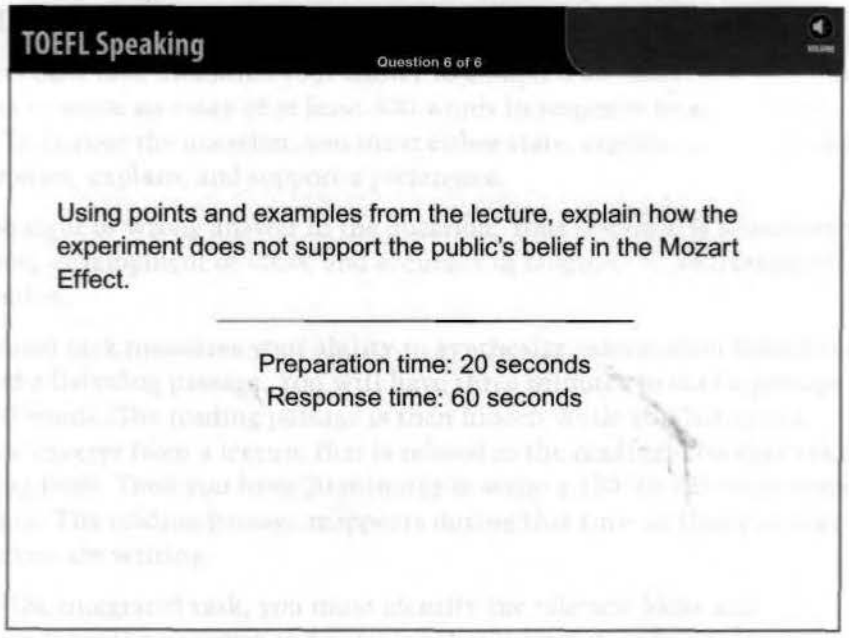
STOP ■

START ▶

6. Please listen carefully.

Listen to part of a lecture in a music education class.

Now get ready to answer the question.



You may begin to prepare your response after the beep.

Please begin speaking after the beep.

STOP ■

Writing

The Writing section of the TOEFL® iBT test measures your ability to write standard academic English. Students in an English-speaking academic environment are required to write essays and papers for several different purposes. Some writing assignments require students to express their opinion or comment upon an issue or topic based on their personal knowledge and experience. Other writing assignments, for example, essays on class exams, require students to demonstrate that they have understood material in a comprehensive way. Students are also asked to write term papers, which expand on a topic learned about in class or synthesize information from class lectures and outside reading.

Independent writing refers to essays that express and support the student's point of view on a particular topic. *Integrated writing* refers to essays that combine what students have learned from assigned reading as well as class lectures. Integrated writing assignments require students to be able to organize and synthesize information from different sources, including their own notes; summarize and paraphrase information from these sources; and make comparisons or draw conclusions about the information from these sources.

There are two writing tasks on the TOEFL test: one independent and one integrated.

The independent task measures your ability to compose an essay. You will have 30 minutes to write an essay of at least 300 words in response to an assigned question. To answer the question, you must either state, explain, and support an opinion or state, explain, and support a preference.

There is no right or wrong answer to the question. Your response is scored on your organization, development of ideas, and accuracy of language in addressing all parts of the question.

The integrated task measures your ability to synthesize information from a reading passage and a listening passage. You will have three minutes to read a passage of 230–300 words. The reading passage is then hidden while you listen to a two-minute excerpt from a lecture that is related to the reading. You may take notes during both. Then you have 20 minutes to write a 150- to 225-word response to a question. The reading passage reappears during this time so that you may refer to it while you are writing.

To answer the integrated task, you must identify the relevant ideas and relationships from the passages and organize that information in a coherent manner.

Your response is scored on your organization, your discussion of the key ideas and supporting details, and your accuracy of language in addressing all parts of the question.

Strategies to Use for Building Writing Fluency

1. Practice writing in English on a computer keyboard.
You will be required to use a computer to type your essays on the TOEFL test. Practice typing on a keyboard using English characters. Do as many of the writing exercises in the Writing section of this book as you can directly on a computer.

2. Practice writing essays.
Set aside regularly scheduled times to practice writing essays. Use the topics in this book or topics of your own to develop your writing fluency. Start writing down your ideas as soon as you have read the topic. Use the strategies suggested in Strategies to Use for the Independent Writing Task, p. 387, both for writing practice essays and for the actual test.

3. Practice organizing information in written form.
Use passages from the Reading and the Listening sections of this book to practice taking notes on main ideas and organizing those ideas in your writing. Strategies to Use for Building Listening Skills on p. 249 lists good sources for listening material. For more information on note taking, see Note Taking, Paraphrasing, and Summarizing, p. 52.

4. Practice paraphrasing and summarizing information in written form.
Use your notes to paraphrase key statements and to summarize passages you have read or heard. For more information on paraphrasing and summarizing, see Paraphrasing, p. 54, and Summarizing, p. 54.

5. Read and listen to the kinds of material you will encounter on the test.
Select material on topics in the fields of science, technology, the social sciences, and the humanities to practice taking notes on main ideas. Organize those main ideas in your writing.

6. Increase your skills in using a variety of sentence structures and vocabulary.
A good written response includes a variety of structures and vocabulary. See Grammar: Assessing Your Skills, p. 74, to familiarize yourself with writing compound and complex sentences, and Vocabulary, p. 63, to build your vocabulary for writing.

7. Pay attention to time.
Check the amount of time it takes you to respond to the essay-writing tasks. At first, don't worry if the amount of time it takes you is longer than the time allotted on the test. With more practice, you can decrease your time. In this way, you can build up your writing fluency so that you can complete the writing tasks within the time allotted on the TOEFL test.

PRACTICE WITH COHESION

Cohesion refers to how well your writing flows. Your responses on the TOEFL test will receive a higher score if your paragraphs are cohesive. You can achieve this by practicing the techniques listed below.

- Organizing ideas in a logical sequence
- Connecting ideas with transitional expressions
- Defining uncommon terms
- Using parallel structures
- Rephrasing or replacing key words
- Being consistent in your use of tense, person, and number

See Practice with Cohesion, p. 317, for complete explanations of these techniques.

Exercises W1–W4 Use Exercises W1–W4 to develop your skills in writing cohesively.

EXERCISE W1 *Connecting ideas using transitional expressions*

Complete the paragraphs by choosing the transition word or phrase that best joins the two parts of the sentence. (For more information on transition words, see Grammar Review: Connecting Ideas, p. 116.)

Traffic has become very troublesome in the downtown areas of many large cities. _____, town planning authorities have pedestrianized many important shopping districts.

(A) Furthermore
(B) In contrast
(C) Consequently
(D) Secondly

You would choose *C*. The word *consequently* indicates a result of a situation. The pedestrianizing of shopping districts is a result of the troublesome traffic.

Questions 1–7

_____1_____ the exhaust from cars contributes to greenhouse gases, I think that students should not use cars powered by gasoline. _____2_____ city buses usually pass by the university, many universities have a special shuttle bus that is provided for student transportation. _____3_____, many students can get to class by either city buses or university buses. _____4_____ option is for students to ride to class on bicycles. Not only is this good exercise, _____5_____ it is also easier to find a space to leave a bicycle than to find a parking space for a car on a crowded university campus. _____6_____, students

who live close to campus can enjoy a leisurely walk to their classes. ___7___, it seems that students don't want to give up using their cars.

1. (A) So that
   (B) Earlier
   (C) Because
   (D) Although

2. (A) Even though
   (B) Granted that
   (C) Since
   (D) Meanwhile

3. (A) Therefore
   (B) Initially
   (C) Simultaneously
   (D) Alternatively

4. (A) To illustrate an
   (B) Another
   (C) The resulting
   (D) To summarize an

5. (A) nevertheless
   (B) particularly
   (C) and
   (D) but

6. (A) Whereas
   (B) Finally
   (C) Still
   (D) Hence

7. (A) Unfortunately
   (B) As a result
   (C) For instance
   (D) Specifically

Questions 8–12

___8___ most women in Germany during her time, Caroline Herschel was not allowed to learn anything other than useful household skills such as knitting. ___9___, all this changed for her in 1772, ___10___ her astronomer brother, William, took her to live with him in England. ___11___ he taught her mathematics, she began to help him keep a record of his discoveries. The two would often stay up until dawn, gazing upward. ___12___, they built their own telescopes, which were even bigger and better than those at the Royal Observatory in Greenwich.

8. (A) Since
   (B) Before
   (C) Yet
   (D) Like

9. (A) Consequently
   (B) However
   (C) Specifically
   (D) Thus

10. (A) when
    (B) thereafter
    (C) if
    (D) subsequently

11. (A) To illustrate
    (B) For example
    (C) Besides
    (D) After

12. (A) Particularly
    (B) Eventually
    (C) Therefore
    (D) In summary

EXERCISE W2 *Defining words and phrases*

Practice defining words by giving a three-part definition of the following words. For more information and practice, see Defining Unknown Terms, p. 318, and Exercise S8, p. 320.

human migration
Human migration is the movement of people who are relocating in order to find a more satisfactory living environment.

1. passive smoking

2. subsistence farming

3. expectorant

4. nonfiction

5. trowel

EXERCISE W3 *Connecting ideas using parallel structures*

Rewrite the incorrect part of each sentence to create a parallel structure. For information on parallel structures, see Grammar Review: Parallel Structures and Exercise G19, p. 115. For more practice, see Using Parallel Structures, p. 318, and Exercise S9, p. 320.

Labels should include the information that allows shoppers to compare the ingredients and weighing of the food they are buying.
the ingredients and weight of the food

1. The questionnaire indicated that many students wanted to study in the library rather than home.

2. From this experience, I learned not only to read the instructions more carefully, but also pay attention to safety features.

3. My mathematics teacher required us to work on a set of problems individually, compare our answers with a classmate, and then working together on those answers that did not agree.

4. Bryce Canyon is 56 square miles of towering pinnacles, and with eroded forms that are grotesque.

5. Today sheepdogs are seen both in their traditional role as working animals and they are pets.

_____

6. Julius Caesar did not conquer Britain but instead stayed a few weeks, took some hostages, and he returned to Gaul.

_____

EXERCISE W4 *Adding cohesion*

Read the following paragraphs. Rewrite the paragraphs by rephrasing key words and using pronouns and demonstratives to add cohesion. For more information and practice, see Exercises S10 and S11, p. 321.

I have always wanted to see Old Faithful Geyser in Yellowstone National Park. Besides the Old Faithful Geyser, vast wilderness areas can be found in Yellowstone National Park. Interesting wildlife inhabits the vast wilderness areas. The interesting wildlife found in Yellowstone National Park includes bison, moose, elk, and bears.

I have always wanted to see Old Faithful Geyser in Yellowstone National Park. Besides this geyser, vast wilderness areas can be found there. Interesting wildlife inhabits these areas. Wild animals found in the park include bison, moose, elk, and bears.

1. Adults tend to cherish soft values. Soft values are family, health, and career satisfaction, to name a few. Soft values are hard to put a monetary value on. In contrast, children take for granted soft values that apply to their lives. Children put more importance on material objects, such as a favorite toy. Material objects become less important to children as they become more interested in best friends.

_____

_____

_____

_____

_____

_____

2. The boundary that separates the Earth's crust from the upper mantle is commonly called the Moho. The Moho is like an exaggerated mirror image of the surface profile. So the highest mountain ranges result in the deepest thickness of crust. Beneath the highest mountain ranges, the thickness of the crust can attain 50 miles. Beneath the oceans, the thickness of the crust is about 3 miles, whereas beneath the continents the thickness of the crust averages about 20 miles. The reason for the Moho profile is that the material that makes up the upper mantle is denser than the crust and therefore, the crust floats rather like an iceberg floats in

the sea. You can get an idea of how the material floats like icebergs by thinking of different-sized ice cubes in a glass of water. The biggest ice cube in the water extends to the highest point and also to the greatest depth.

PRACTICE WITH WRITING CONCISELY

Being concise means writing in a way that expresses your essential ideas without extra words that do not add anything important. You can achieve this by practicing the techniques listed below.

Avoiding "empty" words and phrases

Empty words and phrases don't add important or relevant information. Many empty phrases can be deleted entirely. Look at the following example:

Inconcise When all things are considered, young adults of today live more satisfying lives than those of their parents, in my opinion.

Concise Young adults of today live more satisfying lives than those of their parents.

Other empty phrases can be replaced with more concise constructions. Look at the following example:

Inconcise Due to the fact that our grandparents were under an obligation to help their parents, they did not have the options that young people have at this point in time.

Concise Because our grandparents were obligated to help their parents, they did not have the options that young people have now.

Avoiding repetition

Although sometimes it is necessary to repeat a phrase, useless repetition weakens your writing. Not only should you try to avoid repeating words and phrases, avoid repetition of meaning as well.

Sometimes a word or phrase carries meaning that is already supplied by other words in the sentence and is therefore unnecessary. Look at the following example:

Inconcise The farm my grandfather grew up on was large in size.

Concise The farm my grandfather grew up on was large.

More concise My grandfather grew up on a large farm.

Sometimes a phrase can be replaced with a single word that carries the same meaning. Use a single word to make your writing more concise. Look at the following example:

Inconcise My grandfather has said over and over again that he had to work on his parents' farm.

Concise My grandfather has said repeatedly that he had to work on his parents' farm.

Choosing the best grammatical structures

Choosing the right grammatical structure can make your sentences stronger and more concise. Although it is important to have variety in sentence structure, think about the best structure to use. Some guidelines for choosing the best structure are outlined below.

1. The subject and verb of a sentence should reflect what is most important in the sentence. In the first sentence below, the subject is *situation* and the verb is *was*. However, the important idea in the sentence is the grandfather's not being able to study. In the second sentence, the focus is on the most important idea, and the sentence is more concise.

   Inconcise The situation that resulted in my grandfather's not being able to study engineering was that his father needed help on the farm.

   Concise My grandfather couldn't study engineering because his father needed help on the farm.

2. Postponing the subject with structures like *there is* and *it is* can be effective to emphasize a point. But frequently they are just extra words that weaken your sentences. The important idea in the sentences below is the grandfather's hard work.

   Inconcise There were 25 cows on the farm that my grandfather had to milk every day. It was hard work for my grandfather.

   Concise My grandfather worked hard. He had to milk 25 cows on the farm every day.

   More concise My grandfather worked hard milking 25 cows daily.

3. Complex sentences can often be made more concise by reducing clauses to phrases and phrases to single words.

   Inconcise Dairy cows were raised on the farm, which was located 100 kilometers from the nearest university and was in an area that was remote.

   Concise The dairy farm was located in a remote area, 100 kilometers from the nearest university.

4. Use the passive voice only when the object, not the subject, is the focus. The passive voice is indirect, and in this structure the actor (subject) loses its importance. The passive voice also requires more words than the active voice because it needs a helping verb and the prepositional phrase that names the actor.

   Inconcise In the fall, not only did the cows have to be milked, but also the hay was mowed and stacked by my grandfather's family.

   Concise In the fall, my grandfather's family not only milked the cows but also mowed and stacked the hay.

5. Some verbs need extra words to convey meaning. A verb like this can often be replaced by one that carries the complete meaning by itself. In the first sentence below, the words *stand around doing nothing* can be replaced by one verb that means the same thing, as shown in the second sentence.

   Inconcise My grandfather didn't have time to stand around doing nothing with his school friends.

   Concise My grandfather didn't have time to loiter with his school friends.

6. Information in two or more sentences can often be combined into one sentence.

   Inconcise Profits from the farm were not large. Sometimes they were too small to meet the expenses of running a farm. They were not sufficient to pay for a university degree.

   Concise Profits from the farm were sometimes too small to meet operational expenses, let alone pay for a university degree.

Exercises W5–W6

Use Exercises W5–W6 to develop your skills in writing concise sentences.

EXERCISE W5 *Making sentences concise*

The following sentences are not concise. Rewrite them in a more concise way.

As far as I'm concerned, teenagers adopting more or less extreme forms of behavior that affront the adult population is a result of a necessity to become independent.

Teenagers gain independence by adopting extreme forms of behavior that affront adults.

1. The first and the foremost thing to do if a person is not breathing and if the heart is not beating is to start resuscitation.

   _____

2. If a child must inhale the smoke from her mother's cigarettes for 12 years, it is likely to cause her harm during such a long period of time.

   _____

3. I try to make my first e-mail as clear as possible so that it will give the reader the impression that my e-mail is important for me and that I have put some thought into it.

   _____

4. As learning, so is research also a fundamentally collaborative effort in which people cooperate together.

   _____

5. In my opinion, for humankind the car has been a success, but for nature it has not been a success.

   _____

6. In my country, the birthrates are falling lower than ever before. As a result, we could face a severe lack of employees in the workforce when the baby boomers reach retirement age. Also, the employees will not be able to support such a large number of people who are retired.

_____

7. My friend was getting some exercise by running along the side of the river when a pack of dogs was suddenly in front of him on the path.

_____

8. My best hobby is the collection of stamps for which I have stamps from all over the world and from countries, like Rhodesia, that no longer have the same name.

_____

EXERCISE W6 *Making paragraphs concise*

Many of the sentences in the following paragraphs are not concise. On your own paper, rewrite the paragraphs in a more concise way.

> In my opinion, it is critical to be informed about what is happening all over the world. There are lots of problems like famines, and we cannot help those people if we do not know that a famine is happening. Only by knowing what is happening in the world can we respond to lots of problems that are critical in the world.
>
> *We should be informed about world events such as famines so that we can help those people in need. Only by being informed can we respond to crises.*

1. It has occurred to me that one of the most important subjects that we study in school is mathematics. Although it is true that it is important to know how to read, if we do not know how to do simple arithmetic when we do some everyday kind of activity like go to the grocery store, we will not be able to keep track of our finances. It is necessary for us to understand things such as interest rates on bank accounts and loans for houses or cars in order to keep track of our personal accounts without going bankrupt. Many people are poor not because they do not earn enough money, but because they don't understand the mathematics behind finances.

   Besides the importance that mathematics has in our financial lives, it is also important in many other parts of our lives. There is the need that we have to measure and calculate numbers when we cook, for example. In the kitchen, we have to know about mathematical functions like fractions or multiplication. Sometimes we cut amounts in half because fewer people are being cooked for or we have to double or triple amounts if a lot of people are coming over to visit us for a special occasion. Not being able to figure out the sums for cooking a cake could have the final result of a terrible-tasting disaster.

2. The electric streetcar was popular among the people in cities in the United States after 1880 when an engineer invented a cable that could run from wire overhead to a streetcar's electric engine. Because there was this overhead wire, it wasn't necessary to have a dangerous electric rail running along the street at ground level, and this was a very important feature of the streetcar in those cities that used them.

   During the next 20 or 30 years or so, from 1880 onwards, the electric streetcar was very popular with passengers in big cities all over the USA. It was not polluting, and it was very efficient, carrying large numbers of passengers without costing very

much money for the passengers. It was also profitable for the companies. However, early in the next century, automobile manufacturers and other business interests made an effort to get rid of all the streetcars in the streets of big cities and replace them with buses and cars. Eventually the situation was that all the streetcars disappeared, and cars completely took over all the city streets.

INDEPENDENT WRITING TASK

The independent writing task of the TOEFL iBT test requires you to write an essay that explains and supports your opinion on an issue or on a solution to a problem. You will be asked to develop reasons for your opinion and give specific details and examples in support of your position.

Strategies to Use for the Independent Writing Task

1. Be familiar with the organization of an effective essay.
An effective essay begins with an introductory paragraph that includes a thesis statement. The thesis statement tells the reader what the essay is about. The body of the essay is made up of paragraphs that support the introduction. A concluding paragraph completes the essay.

2. Study the question carefully.
Be sure you understand what the task requires. Consider a few ways to address the question. Quickly organize your thoughts and write down your ideas.

3. Organize your ideas.
Organize your ideas into a logical progression by using a mind map (see Practice with Preparing to Write, p. 390) or a traditional outline. Check your ideas to make sure they cover the requirements of the task. Then start typing your essay.

4. Write cohesively and concisely.
While you are organizing your ideas, keep in mind the techniques for making your essay cohesive (see Practice with Cohesion, p. 317). While you are writing the essay, keep in mind the techniques for making your sentences cohesive and concise (see Practice with Writing Concisely, p. 383).

5. Budget your time so that you will be able to complete and correct your essay.
You have only 30 minutes to write your essay. Use your time efficiently while you read and think about the question, organize your ideas in a simple form, write the essay, and make minor revisions.

6. Use sentence structures and vocabulary you know to be correct.
Use sentence structures and vocabulary that you know how to use well. A well-written essay includes a variety of structures and vocabulary.

7. Check your grammar.
When you are writing, look out for the kinds of grammar errors that you know you commonly make. Check your grammar when you review your essay.

8. Don't lose time worrying about whether the evaluator will agree with your opinions and the support you have used.
Your essay is evaluated on how well you present your opinion, not on whether the evaluator agrees with you. Be sure you have supported your opinion well and have responded to all parts of the task.

LOOKING AT THE ORGANIZATION OF AN ESSAY

Example essay question and response

Read the question below and the example essay that follows.

Question

Some people believe that mothers should not work. Others argue against this. Consider the problems that a working mother faces. Do you believe mothers should work?

Introductory paragraph

Nowadays it is very common for mothers to work outside the home. Whether a woman should stay at home or join the workforce is debated by many people. Some argue that the family, especially small children, may be neglected. However, many women need to work because of economic reasons or want to work to maintain a career. I believe that every mother has the right to work, and the decision should be one that a woman makes on her own. But first she should carefully consider the many problems that she might encounter.

Developmental paragraph 1

The major problems a working mother faces concern her children. She must either find a reliable person who will be loving toward the children or a good day-care center that the children can attend. If a child gets sick, the mother must make special arrangements for the child to be cared for at home, or she must stay home from work herself. While at work, the mother may worry about her children. She may wonder if they are safe, if they are learning the values she wants them to have, and if her absence is hurting them emotionally. She may also regret not being able to take them to after-school activities or participate in family activities with them.

Developmental paragraph 2

Even though a mother is frequently forced into working for economic reasons, she soon discovers that there are added expenses. The biggest expense is child care. Another expense is transportation, which includes not only going to work but also getting her children to school or day care. This may include purchasing and maintaining a car. Yet another expense is clothing, such as a uniform or business suits, to maintain a professional appearance.

Conclusion After a mother takes into account all of the above problems and perhaps other problems unique to her situation, she must decide if a job outside the home is worth it. I believe that even though she faces major obstacles, these obstacles are not insurmountable. Many mothers do work and manage a family very successfully. In conclusion, it is a woman's right to make this choice, and only the woman herself should decide this matter.

Analysis of the example essay

Study the following analysis of the example essay you just read.

Introductory paragraph

Notice that the essay has an introductory paragraph that states the general topic: working mothers. It addresses the question directly and shows both sides of the argument. It states the author's opinion that every mother has the right to work and that the decision to work should be a mother's choice. It then tells the reader that the essay will focus on a specific idea or the *controlling idea*: the problems that a woman must first consider before making this decision. The sentence containing the controlling idea of an essay is called the *thesis statement*. The thesis statement is usually the last sentence of the introductory paragraph.

Developmental paragraph 1

The next paragraph in this essay is the first *supporting* or *developmental paragraph*. It supports and develops the controlling idea of "problems" that was identified in the introduction. The topic sentence (the first sentence) of this paragraph introduces the idea of problems concerning children. All the other sentences in this paragraph describe either a problem concerning children or a detail explaining a problem concerning children.

Developmental paragraph 2

The next paragraph, or second developmental paragraph, in this essay also supports the controlling idea – problems – that was identified in the introduction. The topic sentence of this paragraph introduces the idea of problems of added expenses. The remaining sentences in this paragraph describe either an added expense or a detail explaining the added expense.

Conclusion

The last paragraph in this essay is the conclusion. The conclusion restates the topic of working mothers. Again, the controlling idea of problems that face a working mother is repeated. Also, the opinion that it should be a woman's choice is restated. All of these restatements use words that are different from those used in the first paragraph. The last statement is the concluding statement. It completes the essay.

PRACTICE WITH PREPARING TO WRITE

Before you write your essay, you need to analyze the task and organize your ideas.

Analyzing the task

Start by reading the question carefully and analyzing exactly what it is asking you to do. An example follows.

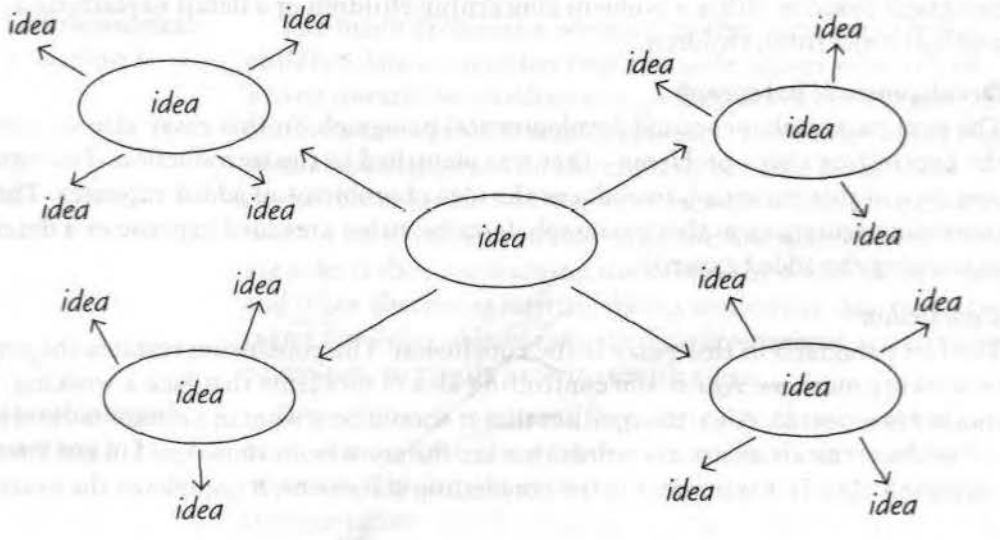
Question Modern technology has brought about changes in the roles of men and women. Discuss some of these changes. Do you think these changes have been beneficial?

This question is about changes in gender roles caused by technology. It asks the writer to:

- Discuss some of these changes
- Give an opinion about these changes

Organizing your ideas

Making a mind map will help you generate ideas and organize them. In your analysis of the question, identify the topic or idea that you need to discuss in your essay. Write the main idea you need to discuss in a circle in the middle of your paper. Write down any related ideas that come into your head. Use circles, arrows, or lines to link your ideas. Afterwards you can go through your ideas and pick the ones you want to write about. You will have to do this quickly when you do the TOEFL independent writing task. A model of a mind map appears below.



Exercises W7–W9 Use Exercises W7–W9 to practice the preparation skills for the independent writing task.

EXERCISE W7 *Identifying topics and tasks*

Read the question. Write the topic (what the essay should be about) and the task you are being asked to do.

> In your opinion, what is the most important characteristic a successful student must have? Describe the characteristic and give reasons for your opinion.
>
> Topic: *the most important characteristic for student success*
>
> Task: *describe characteristic and give reasons for its importance*

1. Do you agree or disagree with the following statement?

   Smoking should be banned in all public places.

   Use reasons and specific examples to support your opinion.

   Topic: _____

   Task: _____

2. Compare the advantages of marrying at a young age to marrying at an older age. State and support your preference.

   Topic: _____

   Task: _____

3. Do you agree or disagree with the following statement?

   A university education is necessary for success in today's world.

   Use reasons and specific examples to support your opinion.

   Topic: _____

   Task: _____

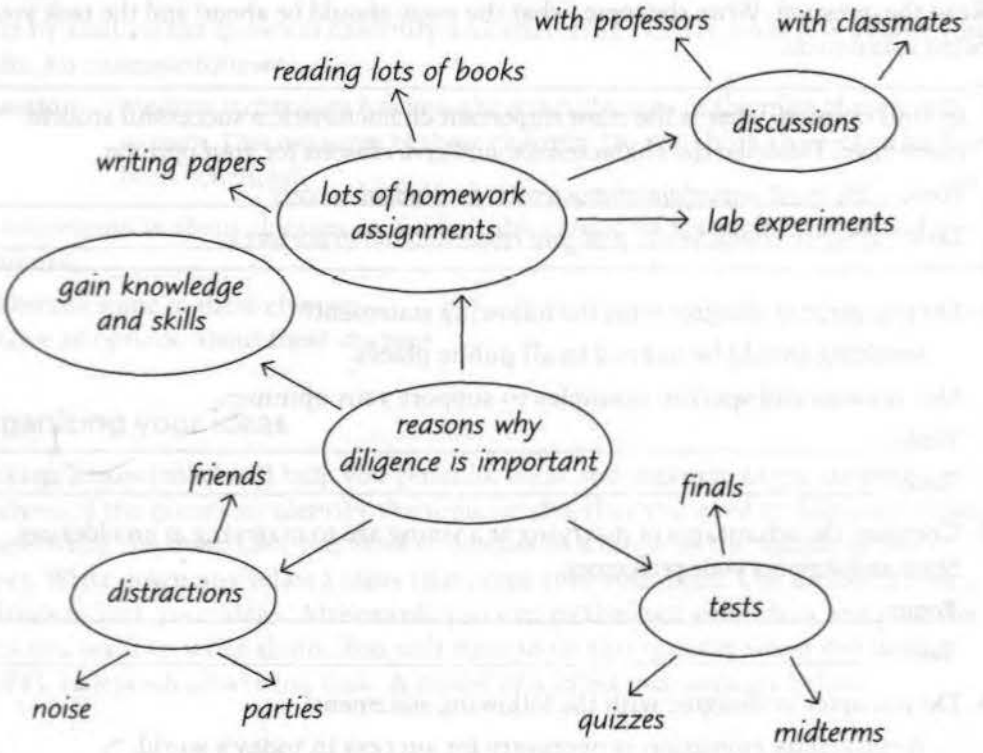
EXERCISE W8 *Making a mind map*

Choose one of the questions in Exercise W7. What do you need to focus on according to the question you chose? Put that idea in the middle of your page and make a mind map of ideas. Do not worry about whether some ideas are important or not. You are trying to generate as many ideas as possible.

An example of a mind map appears in the example box on the next page. It is based on the question in the example box in Exercise W7.

In your opinion, what is the most important characteristic a successful student must have? Describe the characteristic and give reasons for your opinion.

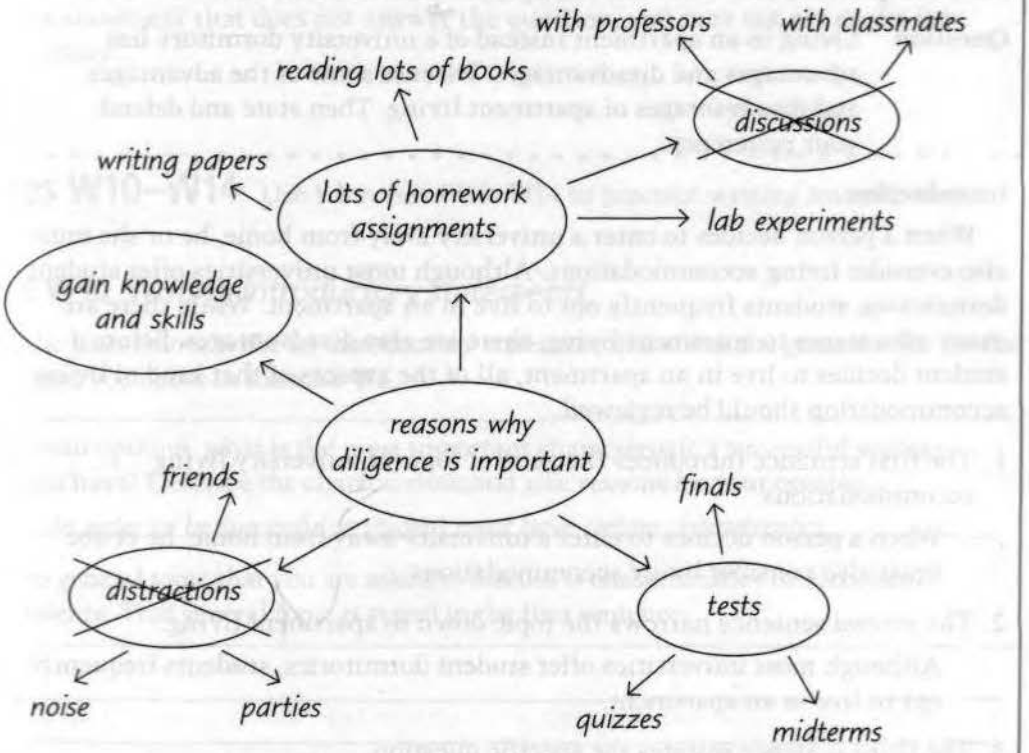
You could decide that *diligence* is the most important characteristic for a student to have. Ask yourself, "What are the reasons that diligence is essential?" and then start your mind map.



This mind map shows that the writer has decided on the characteristic *diligence* and has mapped the reasons that diligence is an important characteristic for success.

EXERCISE W9 *Checking the ideas on your mind map*

Review the mind map that you drew in Exercise W8. Decide which of the ideas that you wrote support the point you want to address in your essay. Cross out ideas that are not important or relevant.



This writer wants to focus on reasons why diligence is an important characteristic. *Distractions* does not qualify as a reason why diligence is important and has been crossed out. *Discussions* are not homework, and those ideas have also been crossed out.

PRACTICE WITH INTRODUCTIONS

An effective essay begins with an introduction so that the reader knows what the essay is about. Guidelines for writing good introductions are presented below.

Writing Introductions

To write an introduction for the independent writing task, follow these steps:

1. In the first sentence, introduce the general topic.
2. In the next sentence, narrow the topic down to focus more on the question.
3. Restate the question in your own words, in statement form.
4. Write a concluding sentence that indicates the controlling idea of the essay. This is the thesis statement.

Read the question below and the example introduction that follows.

Question Living in an apartment instead of a university dormitory has advantages and disadvantages. Discuss some of the advantages and disadvantages of apartment living. Then state and defend your preference.

Introduction

When a person decides to enter a university away from home, he or she must also consider living accommodations. Although most universities offer student dormitories, students frequently opt to live in an apartment. While there are many advantages to apartment living, there are also disadvantages. Before a student decides to live in an apartment, all of the aspects of that kind of living accommodation should be reviewed.

1. The first sentence introduces the general topic of university living accommodations.

   When a person decides to enter a university away from home, he or she must also consider living accommodations.

2. The second sentence narrows the topic down to apartment living.

   Although most universities offer student dormitories, students frequently opt to live in an apartment.

3. The third sentence restates the specific question.

   While there are many advantages to apartment living, there are also disadvantages.

4. The fourth sentence is the thesis statement. It gives the controlling idea of the essay.

   Before a student decides to live in an apartment, all of the aspects of that kind of living accommodation should be reviewed.

Tips for writing introductions

When writing an introduction for the independent writing task, remember the following things:

Keep it simple A good introduction strengthens your essay. However, it is better to use your time writing the supporting paragraphs than spending too much time on the introductory paragraph.

Be sure it addresses the question fully Your thesis statement introduces the topic of the essay. It includes a controlling idea that focuses your essay. You may want to use one of the following phrases, or ones similar to these, to focus your essay:

the reasons for	the ways/methods of
the causes of	the different parts/kinds/types of
the effects of	the characteristics/traits/qualities of
the steps for	the problems of
the procedure for	the precautions for
the advantages/disadvantages of	the changes to

Your developmental paragraphs support your thesis statement. If you support a thesis statement that does not answer the question, you may not get credit for your essay.

Exercises W10–W14 Use Exercises W10–W14 to practice writing introductions.

EXERCISE W10 *Writing introductory statements*

On the lines below, write an introductory statement that states the general topic for the question you chose in Exercise W8.

> In your opinion, what is the most important characteristic a successful student must have? Describe the characteristic and give reasons for your opinion.
>
> *In order to be successful, a student must have certain characteristics.*
>
> The general topic that you are asked to discuss is characteristics of successful students. That general topic is stated in the first sentence.

EXERCISE W11 *Narrowing the topic*

Reread the statement of the general topic that you wrote in Exercise W10. Narrow the topic by focusing on the main point of the question. On the lines below, write a statement that focuses on the specific point you will be discussing.

> The general topic was introduced in the statement:
> In order to be successful, a student must have certain characteristics.
>
> You write a statement that focuses on a specific point:
>
> *Perhaps the most important characteristic is diligence.*

EXERCISE W12 *Writing your thesis statement*

Look at the statement with the general topic that you wrote in Exercise W10 and how you narrowed the topic to focus on the main point of the question in Exercise W11. On the lines below, write a thesis statement that:

1. Will guide the essay toward answering the question
2. Can be supported by the ideas you generated in your mind map

The introductory sentences from the example boxes in Exercises W10 and W11 are:

In order to be successful, a student must have certain characteristics. Perhaps the most important characteristic is diligence.

Now you could write:

Being diligent is essential for many reasons.

This thesis statement tells the readers that the essay will discuss the reasons why being diligent is essential to a student's success. *Reasons* is the controlling idea that focuses this essay.

EXERCISE W13 *Improving your introductory paragraph*

Reread the introductory statements in the example box in Exercise W12. What needs to be added to make a complete introductory paragraph?

To make a complete introductory paragraph, you could add:

- A definition
  In order to be successful, a student must have certain characteristics. Perhaps the most important characteristic is diligence. **A person who is diligent works hard in a very careful and steady way.** Being diligent is essential **for success** for many reasons.
- Another sentence that narrows the topic
  In order to be successful, a student must have certain characteristics. **These characteristics include such qualities as motivation and intelligence. However,** perhaps the most important characteristic **of all** is diligence. A person who is diligent works hard in a very careful and steady way. Being diligent is **an** essential **characteristic** for many reasons.

Reread the introductory statements you wrote in Exercises W10–W12. Ask yourself the following questions:

1. Have I introduced the general topic of the question I have been asked to answer?
2. Have I narrowed the general topic to a specific topic?
3. Would a definition or further explanation improve my introduction?
4. Have I included a thesis statement that tells my reader exactly what I am going to discuss?

Rewrite your introductory statements in paragraph form, adding any improvements or additional information you think is needed.

EXERCISE W14 *Writing introductory paragraphs*

On your own paper, use the steps in Exercises W8–W13 to write introductory paragraphs for the other questions you analyzed in Exercise W7. Make a mind map for each question and write each introductory paragraph on a different sheet of paper. You will have an opportunity to complete these essays after working through Practice with Organizing and Writing Developmental Paragraphs, below, and Practice with Conclusions, p. 404.

Example introductory paragraphs for the three questions from Exercise W7 are on pp. 568 – 569.

PRACTICE WITH ORGANIZING AND WRITING DEVELOPMENTAL PARAGRAPHS

The body of your essay should contain at least two developmental paragraphs. Each developmental paragraph should have a topic sentence that supports and develops the controlling idea presented in the thesis statement of your essay. The ideas in each paragraph should support the topic sentence of that paragraph.

Writing developmental paragraphs

To write effective developmental paragraphs, follow these steps:

1. Use your mind map. Your mind map will help you focus on the ideas that support the thesis statement in your introduction.
2. Write a topic sentence for each paragraph you plan to write. Each topic sentence should relate to your thesis statement and introduce what the paragraph will be about.

   If you find that the topics you want to discuss do not support the thesis statement you have written, revise your thesis statement or reconsider your topic sentences.
3. Write ideas that support your topic sentences. The topic sentence for each paragraph tells the reader what the paragraph will be about. The ideas stated in the rest of the paragraph should all relate to the topic sentence.

   Read the following example paragraph:

   Hobbies are important for many reasons. First, a hobby can be educational. For example, if the hobby is stamp collecting, the person can learn about the countries of the world and even some of their history. Second, engaging in a hobby can lead to meeting other people with the same interests. A person can also meet other people by going to parties. Third, a person's free time is being used in a positive way. The person has no time to be bored or get into mischief while engaged in the hobby. Finally, some hobbies can lead to a future job. A person who enjoys a hobby-related job is more satisfied with life.

The topic sentence tells the reader that the paragraph is about hobbies. The controlling idea is reasons they are important. All of the sentences that follow should be about reasons for the importance of hobbies. However, the sentence, "A person can also meet other people by going to parties," does *not* refer to the reasons hobbies are important. This sentence weakens the paragraph and should be deleted.

4. Add details. To write a more fully developed paragraph, you need to add details to your supporting ideas. Your details can be facts, examples, personal experiences, or descriptions.

Read the example paragraph below. The topic is the Smithsonian Institution, and the controlling idea is reasons for a visit. The supporting ideas and details are labeled.

Topic sentence	The Smithsonian Institution is worth visiting for a number of reasons.
Supporting idea 1	The Smithsonian Institution comprises various museums that offer something for everyone.
Details – facts	These museums include the National Museum of History and Technology, the National Aeronautics and Space Museum, the National Collection of Fine Arts, the National Museum of Natural History, and several others.
Supporting idea 2	A person can do more than just look at the exhibits.
Details – examples	For example, in the insect zoo at the National Museum of Natural History, anyone who so desires can handle some of the exhibits.
Supporting idea 3	The museums provide unforgettable experiences.
Details – personal experience	In climbing through the Skylab exhibit at the National Aeronautics and Space Museum, I was able to imagine what it would be like to be an astronaut in space.
Supporting idea 4	Movies shown at regular intervals aid in building an appreciation of our world.
Details – description	In the National Aeronautics and Space Museum, there is a theater that has a large screen. When the movie is shown, it gives the viewer the feeling that he or she is in the movie itself, either floating above the Earth in a hot-air balloon or hang gliding over cliffs.

Exercises W15–W23

Use Exercises W15–W23 to develop your skills in writing developmental paragraphs.

EXERCISE W15 *Writing topic sentences for your developmental paragraphs*

In Exercise W9, you crossed out all of the ideas in your mind map that did not support the main point you chose to cover in your essay. On the lines below, write a topic sentence for each of the developmental paragraphs that you have decided to focus on after refining your mind map in Exercise W9. It is not necessary to have more than two or three paragraphs to support your thesis statement.

I. *One reason a student must work hard is the number of assignments that must be completed.*

According to the example above, the topic for the developmental paragraph is: one reason to work hard. The controlling idea is the number of assignments.

II. *Another reason for a student to be diligent is that there are many tests to prepare for.*

According to the example above, the topic for this developmental paragraph is: another reason to be diligent. The controlling idea is that there are many tests to prepare for.

I. _____

_____

II. _____

_____

III. _____

_____

IV. _____

_____

EXERCISE W16 *Checking topic sentences for your developmental paragraphs*

Reread the topic sentences on student diligence in the example box in Exercise W15. Answer the following questions:

1. Is the number of assignments to be completed a reason for a student to be diligent?
2. Is the number of tests to be taken a reason for a student to be diligent?

Compare the topic sentences you wrote in Exercise W15 with the thesis statement you wrote for your introductory paragraph in Exercise W12. Answer the following questions:

3. What are the topics presented in your topic sentences?
4. What are the controlling ideas in your topic sentences?
5. Do your topic sentences support your thesis statement?

Rewrite any topic sentences that do not support your thesis statement.

EXERCISE W17 *Writing supporting ideas*

Use your topic sentences from Exercises W15 and W16 to create an outline. Write your supporting ideas in the order you want to present them. Check to make sure that all the ideas support the topic sentence that you wrote. You may have fewer or more ideas than the number of spaces given below.

I. *One reason a student must work hard is the number of assignments that must be completed.*
   A. *reading lots of assignments*
   B. *writing papers*
   C. *doing lab experiments*

II. *Another reason for a student to be diligent is that there are many tests to prepare for.*
   A. *weekly quizzes*
   B. *midterm exams*
   C. *final exams*

I. _____
   A. _____
   B. _____
   C. _____
   D. _____

II. _____
   A. _____
   B. _____
   C. _____
   D. _____

III. _____
   A. _____
   B. _____
   C. _____
   D. _____

IV. _____
   A. _____
   B. _____
   C. _____
   D. _____

EXERCISE W18 *Practice in adding details*

Write one sentence that adds a detail to each of the following ideas. Use facts, examples, personal experiences, or descriptions.

1. The capital city of my country is _____.

_____

2. My favorite pastime is reading.

_____

3. It is important for me to score well on the TOEFL test.

_____

4. A long vacation at the beach is a nice way to relax.

_____

5. Habits such as smoking are hard to break.

_____

6. Many bad traffic accidents could be prevented.

_____

7. Modern architecture has its critics as well as its admirers.

_____

8. The suburban shopping mall has taken away a lot of business from city centers.

_____

EXERCISE W19 *Adding details to paragraphs*

Many paragraphs can be made better by adding details. Look at the example box below. Asking and answering the kinds of questions shown in the box will help you strengthen your paragraphs.

On your own paper, rewrite the "weak" paragraphs shown on the next page using the questions as a guide for adding details.

> Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. Second, many people are lazy. Third, some people don't believe they will have an accident. Finally, some people are afraid the seat belt will trap them in their car. All of these reasons seem inadequate since statistics show that wearing seat belts saves lives and prevents serious injuries.
>
> The paragraph can be improved by adding details to answer the following questions:
>
> - Why don't people like seat belts?
> - In what way are people lazy?
> - Why do people think they won't have an accident?
> - Under what circumstances might people get trapped?

Now read the paragraph with added details. Notice how adding answers to these questions has improved it.

Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. **They say the belt is uncomfortable and inhibits freedom of movement.** Second, many people are lazy. **For them, it is too much trouble to put on and adjust a seat belt, especially if they are only going a short distance.** Third, some people don't believe they will have an accident **because they are careful and experienced drivers. They think they will be able to respond quickly to avoid a crash.** Finally, some people are afraid the seat belt will trap them in their car. **They feel that if they have an accident, they might not be able to get out of a car that is burning, or they might be unconscious and another person won't be able to get them out.** All of these reasons seem inadequate since statistics show that wearing seat belts saves lives and prevents serious injuries.

1. When you plant a tree, you are helping your environment in many ways. Your tree will provide a home and food for other creatures. It will hold the soil in place. It will provide shade in the summer. You can watch it grow and someday show your children, or even grandchildren, the tree you planted.
   - What kind of home would the tree provide?
   - What kind of food would the tree provide?
   - What kind of creatures might use the tree?
   - Why is holding the soil in place important?
   - Why is shade important?

2. Airplanes and helicopters can be used to save people's lives. Helicopters can be used for rescuing people in trouble. Planes can transport food and supplies when disasters strike. Both types of aircraft can transport people to hospitals in emergencies. Helicopters and airplanes can be used to provide medical services to people who live in remote areas.
   - In what situations do people need rescuing by helicopters?
   - What kinds of disasters might happen?
   - What kinds of emergencies may require people to be transported to hospitals?
   - How can helicopters and airplanes be used to provide medical services for people in remote areas?

3. Studying in another country is advantageous in many ways. A student is exposed to a new culture. Sometimes he or she can learn a new language. Students can often have learning experiences not available in their own countries. A student may get the opportunity to study at a university where a leading expert in his or her field may be teaching.
   - How can exposure to a new culture be an advantage?
   - How can learning a new language be an advantage?
   - What kinds of experiences might a student have?
   - What are the benefits of studying under a leading expert?

EXERCISE W20 *Further practice in adding details to paragraphs*

The following paragraphs are weak. They could be improved by adding details. On your own paper, write questions about details that could be added. Then rewrite the paragraphs, making them stronger by inserting the answers to your questions.

1. Even though airplanes are fast and comfortable, I prefer to travel by car. When traveling by car, I can look at the scenery. Also, I can stop along the road. Sometimes I meet interesting people from the area I am traveling through. I can carry as much luggage as I want, and I don't worry about missing flights.

2. Wild animals should not be kept in captivity for many reasons. First, animals are often kept in poor and inhumane conditions. In addition, many suffer poor health from lack of exercise and exhibit frustration and stress through their neurotic behavior. Also, some animals will not breed in captivity. Those animals that mate often do so with a close relative. In conclusion, money spent in the upkeep of zoos would be better spent in protecting natural habitats.

3. Good teachers should have the following qualities. First, they must know the material that they are teaching very well. Second, they should be able to explain their knowledge. Third, they must be patient and understanding. Last, they must be able to make the subject matter interesting to the students.

EXERCISE W21 *Adding details to your developmental paragraphs*

On your own paper, write detail questions about the supporting ideas you wrote in your outline in Exercise W17.

I. One reason a student must work hard is the number of assignments that must be completed.
   A. reading lots of assignments
   B. writing papers
   C. doing lab experiments

- *What kinds of reading assignments are there?*
- *How will these readings be different from reading for fun?*
- *What kinds of papers might have to be written?*
- *How long will the papers have to be?*
- *What kind of lab work needs to be done?*

EXERCISE W22 *Completing your developmental paragraphs*

On your own paper, use the supporting ideas you wrote in your outline in Exercise W17 and the detail questions that you wrote in Exercise W21 to write your developmental paragraphs.

One reason a student must work hard is the number of homework assignments that must be completed. Most of the homework will be reading assignments. Besides the reading assignments in the textbook, a student may have to get journals or articles from the library or online to supplement the readings in the book. Because this kind of reading is academic, a lot of critical thinking is involved, and the student must work hard to understand it. In addition, there may be papers to write. These might include summaries of the readings or reports on research done in the library or online. Furthermore, there might be lab assignments. A language lab might require the student to listen as well as to read and write. A science lab might require the student to do experiments that will require writing a lab report.

EXERCISE W23 *Writing developmental paragraphs*

For more practice, write developmental paragraphs for the introductions that you wrote in Exercise W14, p. 397. You can refer to the original questions in Exercise W7, p. 391.

Model developmental paragraphs for the three questions from Exercise W7 are on pp. 569 – 570.

PRACTICE WITH CONCLUSIONS

So far, you have practiced writing the introduction (which restates the question and states the controlling idea) and writing the body (which discusses the question). An effective essay also includes a concluding paragraph. A concluding paragraph summarizes your ideas. It is important to have a conclusion. Without one, it may be difficult for the reader to know whether you have completed your essay or simply run out of time.

To write an effective concluding paragraph, follow these steps:

1. Restate the thesis statement in different words.
2. Restate the topic sentences from the developmental paragraphs.
3. State your opinion or preference, make a prediction, or give a solution.
4. Conclude with a statement that sums up the essay.

When writing a conclusion for the independent writing task, remember the following things:

Keep it simple A good conclusion strengthens your essay. However, it is better to use your time writing the developmental paragraphs than to spend too much time on the concluding paragraph.

Be sure it completes the essay Your concluding statement tells your reader that you are finished. Be careful not to include new ideas in your conclusion, which could make your reader think you are moving on to another topic.

Exercises W24–W28 Use Exercises W24–W28 to develop your skills in writing concluding paragraphs.

EXERCISE W24 *Restating the thesis statement*

On the lines below, rewrite the thesis statement you wrote in Exercise W12, p. 395, using different words.

The original thesis statement was:
Being diligent is an essential characteristic for many reasons.
The restated thesis statement could be:
In conclusion, students have good reasons for being diligent.

EXERCISE W25 *Restating the topic sentences of the developmental paragraphs*

On the lines below, rephrase the topic sentences you wrote for your developmental paragraphs in Exercises W15 and W16, p. 399.

The original topic sentences were:
One reason a student must work hard is the number of assignments that must be completed.
Another reason for a student to be diligent is that there are many tests to prepare for.
These topic sentences could be restated as follows:
Students must complete a large number of homework assignments and study for many exams.

EXERCISE W26 *Writing a concluding statement*

On the lines on the next page, rewrite the sentences you wrote in the two exercises above, and add a concluding statement. Your concluding statements should restate the general topic expressed in the introductory statement that you wrote in Exercise W10 and the specific topic that you wrote in Exercise W11.

The general topic and specific topic of the essay was:
In order to be successful, a student must have certain characteristics.
Perhaps the most important characteristic is diligence.
The concluding statement could be:
It is very important that a student develop the characteristic of diligence if he or she wishes to succeed at studying.

_____

_____

_____

_____

EXERCISE W27 *Improving your concluding paragraph*

Look at the concluding paragraph you wrote in Exercise W26. Ask yourself the questions below and rewrite your paragraph accordingly.

1. Have I restated the thesis statement from my introductory paragraph?
2. Have I restated the topic sentences from my developmental paragraphs?
3. Have I concluded by repeating the topic of the essay?
4. Can I improve my conclusion by using pronoun references, rephrasing key words, and using connecting words?

The concluding paragraph for the example essay about the importance of diligence is:

> Students have good reasons for being diligent. Students must complete a large number of homework assignments and study for many exams. It is very important that a student develop the characteristic of diligence if he or she wishes to succeed at studying.

This paragraph could be improved by using pronoun references and connecting words and by changing words and phrases to avoid repetition:

> **In conclusion,** students have good reasons for being diligent. **They** must complete a large number of homework assignments and study for many exams. **Thus,** it is of **utmost importance** that students develop **this** characteristic if they wish to succeed **in their studies**.

EXERCISE W28 *Practicing the steps for writing essays*

For more practice, write concluding paragraphs for the introductions and the developmental paragraphs that you wrote in Exercises W14 and W23. You can refer to the original questions in Exercise W7, p. 391.

Model concluding paragraphs for the three questions in Exercise W7 are on pp. 570.

PRACTICE WITH ANALYZING ESSAYS

The list below covers the most important features of a well-written essay. You will not have time to rewrite your essay during the test. Therefore, keep this list in mind as you make an outline or mind map and write your essay.

1. Is there an introductory paragraph?
2. Does the introductory paragraph restate the question?
3. Does the introductory paragraph narrow the general topic to a specific topic?
4. Does the introductory paragraph have a thesis statement (a controlling idea)?
5. Does each paragraph have a clear topic sentence?
6. Do the topic sentences of the paragraphs support the thesis statement?
7. Do the ideas in each paragraph support its topic sentence?
8. Are the details (examples, facts, descriptions, personal experiences) clear?

9. Is there a concluding paragraph?
10. Does the concluding paragraph convey that the essay is complete?
11. Does the essay answer all parts of the question?
12. Is the essay cohesive?
13. Are the sentences concise?
14. Have the grammar and spelling been corrected?

Exercises W29–W31

Use Exercises W29–W31 to develop your skills in analyzing and scoring essays.

EXERCISE W29 *Analyzing essays*

Practice analyzing essays by reading the following student-written essays and answering each of the 14 questions in the list above.

Question A

Both large cars and small cars have their advantages and disadvantages. Write about some of these advantages and disadvantages. State which type of car you prefer and why.

Student-written essay A

Both large and small cars have their advantages and disadvantages.

First, large cars have many advantages. For example, many people can be carried inside the car. Also, large cars are stronger in bad accidents, and they are very good for big families. About the disadvantages. Large cars cannot get through small streets, and they use a lot of gas to start and run.

Second, small cars also have advantages and disadvantages. About the advantages. You can drive the small car any place. Small car uses less gas and many people call them economical. The last advantage is that the small car is good for the small family like a father, mother, and one child. About the disadvantages of small cars. The small car is not strong if someone has a bad accident. Moreover, small cars cannot go very fast because of their size.

For all this I like small cars.

Question B

In your opinion, what is one of the major problems in the world today? Discuss some reasons for its existence. Give some possible solutions.

Student-written essay B

Every day on the radio, on TV, and in the newspapers, we hear, see, or read about many problems in the world. Because of this we must think about these problems. We must also try to find a solution for them. Our lives depend on this. For example, there are pollution problems.

Air pollution is the first kind. It mostly comes from fumes released from cars, airplanes, and trains. Also, factories dump waste anywhere, even in the city where many people are living. Public safety does not concern the factory owners, who must know that people don't want to live in pollution that is dangerous for their health. Nobody in this world wants to breathe dirty air.

The second pollution problem is sea pollution. Many people earn their living from fishing in the sea, and the fish they catch feed many people. Their lives depend on the

fish. But the sea has become so polluted from oil spills and factory wastes that the fish are dying. This pollution is not only killing the fish, but is also affecting those people who depend on the sea for food.

Seldom do you find a place nowadays that is not polluted. This problem is growing more difficult every day. We must find a good solution that makes the world a better place to live. A good way to keep these dangerous fumes away from the people must be found. Also, programs about pollution should be shown on TV. When people understand the bad effect of pollution on the human body, maybe they will stop doing those things that make the air or the sea polluted. Also, we should plant trees, which are very useful for the land. In conclusion, I hope we can find a solution for every kind of pollution in the world.

For further practice, rewrite the preceding essays and improve them.

EXERCISE W30 *Scoring essays*

Read the following six student essays. Use the list in Practice with Analyzing Essays, pp. 406 – 407, to see whether they meet the requirements of a good essay. Give each essay a score.

- A score of 5 is for an essay that indicates strong writing abilities.
- A score of 4 indicates average writing abilities.
- A score of 3 indicates minimal writing abilities.
- Scores of 2, 1, or 0 indicate a lack of writing abilities.

When you are finished, compare the score you gave the essays with the score given in the Answer Key. Read the analysis of the essays to understand the given score.

Question

Some people claim that reading novels is a waste of time. They say that reading nonfiction works is more beneficial. Do you agree? Support your opinion.

Student essays

1. Score _____

The main point is whether it is better to read fiction or nonfiction. The questions about this depends on the people who read. I am going to talk about both people.

The people who read the novels like to emphasize with the characters in the book. They can feel what to be another people. They can do things like traveling to the moon in their imagines during the read.

On the other hand, the people who read the nonfiction novels like to learn about facts. For these people, it solves problems and make them happy.

As you can see, I have discussed both novels and nonfiction works. Because of the above mentioned things both novels and nonfiction work is very important in our living.

2. Score _____

Some people claim that reading nonfiction works is beneficial whereas reading novels is a waste of time. Those who think this way do not realize the importance of the novel. The fictional world affects mankind in several ways.

When people read a novel, they are entering into a new world. Frequently, the story takes place in a real part of the world at a particular time in history. The reader then learns about this place and time. Also, the reader learns new words or about something unfamiliar. For example, someone who lives in the mountains might learn ship terms

and how to sail a schooner.

Reading also stimulates the imagination. In our complex society, we need people who can find ways of solving problems. People who have been reading a lot of fiction have developed good imaginations. They can use their imaginations creatively to solve problems in ways that other people could never dream of.

Sometimes novels can change world events. For example, Harriet Beecher Stowe's antislavery novel may have helped end slavery in the United States. Sometimes novels can help us see things in a different way. *Animal Farm* may have influenced many readers about communism.

In conclusion, reading novels is not a waste of time. It provides readers with many satisfying hours that teaches them about life, stretches their imaginations, and focuses their minds on today's problems. Reading novels is and should always be an important activity for the people in the world.

3. Score ____

I think that reading novels is not a waste of time. In many years ago, people can't read. Therefore, grandfathers told their little boy about the stories. That is how knowledge about things that happen. For example, Helen of Troy. In these days, our grandfather don't tell stories. Most people in the life know how to read. We read the stories that in before times grandfathers say them. We can read about many adventures. People who don't want to read novels are not having a big adventure.

4. Score ____

I agree with the people who claim that reading novels is a waste of time. It is silly to spend the time reading about things that never can happen or that are not real such as science fiction is. But nonfiction works are beneficial.

There are many demands on our living these days. We must know about a lot of math and science. We must know more about computers and computer technology. Also, it is important to learn about other people and cultures. These are real things that we learn about them from nonfiction books.

People used to read novels for entertainment. We do not need to read fiction any more because of the television set. Now when people need to relax themselves, they can watch TV or go to the movies.

In conclusion, we need to read nonfiction works to improve our mental. Novels are no longer needed because things that are not real, we can see on TV. Therefore, reading nonfiction books is the more beneficial.

5. Score ____

Nowadays people read nonfiction works is better. Because it gave technology. Also, gave too much information the many things in the world. People need know too much nowadays can have a good life.

6. Score ____

Nonfiction works refer to those books that are informative. Novels are books that tell a story. Sometimes the story is completely made up. Sometimes it has real facts inside it. Reading either kind of book is beneficial.

Nonfiction works are not a waste of time. They are beneficial because they teach us things about our world. The things they teach us may be interesting information such as the history of our city. Sometimes the information is necessary for our lives such as a book on first-aid techniques.

Novels are not a waste of time either. They are beneficial because they help us enjoy our lives. We can do things vicariously with the people in the book that we would

never experience in real life. Sometimes true events in history are more interesting because of the viewpoint of the fictional character in the story.

Since learning about life is necessary and since both kinds of books help us understand our world better, we should read both kinds of books. Therefore, the people who claim that reading novels is a waste of time are wrong about that. But they are right that reading nonfiction books is beneficial.

EXERCISE W31 *Scoring your own essays*

Look at the completed essays you wrote for the questions in Exercise W7. Use the list in Practice with Analyzing Essays, pp. 406 – 407, to score your essays.

PRACTICE WITH RESPONDING TO THE INDEPENDENT WRITING TASK

Now that you have studied all the parts of an essay, analyzed problems in other students' work, and written some of your own responses, review the steps to follow for the independent writing task.

Step 1 Read the question carefully and analyze the task.

Ask yourself questions. (What is the question about? What is it asking me to do?) Underline and number the key parts of the question.

Question Violent TV programs have been blamed for causing crime rates to rise in many countries. But many people do not agree that violence is related to TV viewing. Discuss the possible reasons for both opinions. Give your opinion as to whether or not violent programs should be taken off the air.

The question is about TV violence. It asks me to:

1. Discuss reasons for both opinions
   - Opinion that TV violence is bad
   - Opinion that TV violence is acceptable
2. Give my own opinion

Step 2 Make a mind map or a traditional outline.

In eight minutes or less, write down your ideas and group them into related ideas, using a mind map or a traditional outline. Two outlines are provided below as examples. Your mind map or outline does not need to be as orderly or complete as these.

Example of a detailed outline

I. Introduction
   A. state general topic
   B. restate question
   C. give thesis statement – reasons for both sides

II. Body
  A. crime related to violent TV programs
    1. children imitate what they see
      a. learn unacceptable values
      b. copy behavior
    2. heroes are frequently violent
    3. gives ideas for crimes
  B. crime not related to violent TV programs
    1. crime related to social pressures
      a. unemployment
      b. homelessness
    2. aggressive feelings vicariously released
    3. parental guidance more influential
    4. frequently bad consequences of violence shown

III. Conclusion
  A. my opinion
    1. shouldn't be censored
      a. people enjoy it
      b. change station
      c. turn off
    2. censorship questions
      a. who decides?
      b. what else may they censor?
    3. concluding statement

Example of a brief outline

T.S. (thesis statement): reasons to support both

A. why crime related to TV
  imitate
  violent heroes
  gives ideas

B. why crime not related to TV
  social pressures – joblessness, homelessness
  rids aggression
  parental influence
  bad consequences

Conclude with opinion
  no censor – enjoyment, change, or turn off
  censor – who decides what

C.S. (concluding statement): need evidence

Step 3 Study your mind map or outline and decide on a thesis statement.

According to the preceding outlines, the thesis statement will introduce the essay with reasons for both sides of the question.

Step 4 Make sure the topic sentences support the thesis statement.

Topic sentence A indicates that the paragraph will discuss one side of the question: reasons why crime is related to TV. This sentence supports the thesis statement. Topic sentence B indicates that the paragraph will discuss the other side of the

question: reasons why crime is not related to TV. This sentence also supports the thesis statement.

If your topic sentences do not support the thesis statement, you can do one of two things:

1. Rewrite the topic sentences.
2. Rewrite the thesis statement.

Step 5 Make sure that all supporting ideas relate to the topic.

According to the preceding outlines, the topic sentence of the first developmental paragraph will discuss reasons why crime is related to TV. The supporting ideas – children imitate what is seen, heroes are frequently violent, and it gives ideas for crimes – support the argument that TV and crime are related.

The topic sentence of the second developmental paragraph will discuss reasons why crime is not related to TV. The supporting ideas – social pressures, rids aggression, parental influence, and bad consequences – support the argument that TV and crime are not related.

Step 6 Add more details if necessary.

Step 7 Put ideas in a logical order if necessary.

Step 8 Write the introduction.

Keep in mind the list in Practice with Analyzing Essays, pp. 406 – 407. You will not have time to rewrite your essay during the test, so be certain your introduction is clear.

> The crime rate in many countries is rising at an alarming rate. Some people have the idea that violent TV programs are the real cause of crime. However, many others disagree that TV violence can be blamed for this rise. Both sides of the question of whether TV may or may not be to blame can be supported by good reasons.

Step 9 Write the body of the essay.

Keep in mind the list on pp. 406 – 407. You will not have time to rewrite your essay, so be certain the paragraphs support the thesis statement.

> Those who believe that violent TV programs cause crime give many reasons. First, many viewers are children who have not formed a strong understanding of right and wrong. They imitate what they see. If a person on TV gets what he or she wants by stealing it, a child may copy this behavior. Thus, the child has learned unacceptable values. Second, many heroes in today's programs achieve their goals by violent means. Unfortunately, viewers might use similar means to achieve their objectives. Finally, people get ideas about how to commit crimes from watching TV.
>
> Other people argue that violent programs have no relation to the rise in crime rates. First, they claim that social factors, such as unemployment and homelessness, are to blame. Second, some argue that watching violence on TV is an acceptable way to reduce aggressive feelings. In other words, people may become less aggressive through viewing criminal and violent scenes. Third, even though children learn by imitation, their parents are the most influential models. Finally, the villains on TV are usually punished for their crimes.

Step 10 Write the conclusion.

Keep in mind the list on pp. 406 – 407. You will not have time to rewrite your essay, so be certain your conclusion completes the essay.

> Whether or not violent programs are a factor in the rising crime rate, I am against their removal for the following reasons. First, some people enjoy them, and those who don't can change channels or turn off their TVs. Second, I disagree with other people deciding what I should watch. If violent programs can be censored, perhaps other programs that may be important for our well-being will also be censored. In conclusion, even though I am not fond of violent programs, I am against their removal from TV until conclusive evidence proves that viewing violence creates violence.

Step 11 Read over the essay.

Make any minor corrections in spelling and grammar that will make your essay clearer. You will not have time to make major changes.

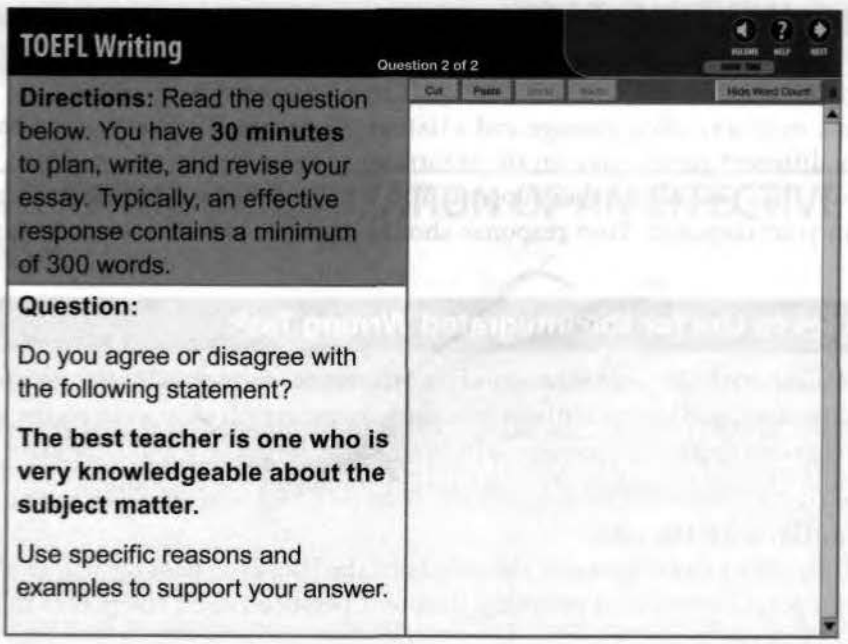
Exercise W32 Use Exercise W32 to practice your skills in writing essays.

EXERCISE W32 *Writing essays*

Plan your test preparation schedule to include writing essays at regular intervals. Follow the steps above to answer the following essay questions. Try to complete a 250- to 300-word essay and check it within 30 minutes. This is the amount of time you will be given to complete the independent writing task on the TOEFL test.

Type your essays on a computer. The computer screens for the independent writing task appear as shown in the first item below.

1.



2. Compare and contrast the advantages of city living and country living. Defend your preference.
3. Think critically about the following statement.
   A universal language should replace all languages.
   Discuss the advantages and disadvantages of a universal language.
4. Do you agree or disagree with the following statement?
   Students learn better when they are not threatened with possible failure.
   Use reasons and specific examples to support your opinion.
5. Do you agree or disagree with the following statement?
   The private car has brought more harm than benefits to the planet.
   Use reasons and specific examples to support your opinion.
6. Many people believe that parents are too permissive with their children nowadays. Do you agree that this is a problem? Defend your answer.
7. Do you agree or disagree with the following statement?
   The best things in life are free.
   Use reasons and specific examples to support your opinion.
8. Drug abuse has become a major social problem in many parts of the world. Discuss the consequences of drug abuse and ways to deal with the problem.
9. Billions of dollars go into space exploration projects every year. Some people feel that this money should be used to solve problems on Earth. Discuss reasons supporting both opinions. State and support your opinion.
10. Compare and contrast the advantages of choosing a stable career over an adventurous lifestyle. Use reasons and specific examples to support your opinion.

INTEGRATED WRITING TASK

The integrated writing task of the TOEFL iBT test requires you to relate information from a reading passage and a listening passage. The listening passage may give a different perspective on the information presented in the reading passage, or it may provide further support. You will be asked to integrate the two passages in your response. Your response should be about 150–225 words in length.

Strategies to Use for the Integrated Writing Task

1. Be familiar with the organization of an effective response.
An effective response begins with an introductory paragraph that presents the topic and the controlling idea of the essay. The body of the response should integrate the reading and listening passages. The conclusion completes the response.

2. Be familiar with the task.
You will be asked to summarize the points in the listening passage and explain how those points support or provide a different perspective on the points made in the reading passage.

3. Organize your notes.
You may take notes while you read the passage. Write down the main points in your own words. If there is a word or phrase unique to the passage that you might want to use, put it in quotation marks. Organize the notes you take from the reading passage in such a way that you can add the notes you take from the listening. For example, fold your paper in half lengthwise, and write your notes about the reading passage on the left side of the fold. Then, during the lecture, write notes on the right side of the fold. Put related ideas from the lecture near the corresponding ideas from the reading passage. You will be able to return to the reading passage after you have heard the lecture. However, you will hear the lecture only once.

4. Write cohesively and concisely.
While you are organizing the main points from the passages, keep in mind the techniques for making your response cohesive (see Practice with Cohesion, p. 317). While you are writing your response, keep in mind the techniques for making your sentences both cohesive and concise (see Practice with Writing Concisely, p. 383). Be careful not to introduce ideas that are not in the passages.

5. Budget your time so that you will be able to complete and correct your response.
You have only 20 minutes to write your response. Use your time efficiently while you organize your ideas, write your response, and make minor corrections. Practice using your time efficiently while doing the exercises in this section.

6. Use sentence structures and vocabulary you know to be correct.
Use sentence structures and vocabulary that you know how to use well. A well-written response includes a variety of structures and vocabulary.

7. Check your grammar.
When you are writing, look out for the kinds of grammar errors that you know you commonly make. Check your grammar when you review your essay.

LOOKING AT THE ORGANIZATION OF AN EFFECTIVE RESPONSE

Example question and response

Read the reading and listening passages below and the question that follows. Then study the example response. Note: the passages below are not full, test-length reading and listening passages. However, the example response meets the required length.

Reading passage

Peptic ulcer disease is a condition in which open sores develop on the inside lining of the stomach and intestine. The main symptoms of this common affliction are pain in the abdominal region and occasionally weight loss, nausea, and the vomiting of blood. The general belief has been that peptic ulcers are caused by

Summary of ideas
The main points from the listening passage that are summarized in the response are:

1. The original belief as to the cause of ulcers is under question. Temporary relief casts doubt on the reading as this points to the symptoms being treated instead of a cure being found.
2. The effectiveness of antibiotics in ulcer treatment points to the underlying cause being a bacterium. This casts doubt on the effectiveness of acid-suppressing medicines in the treatment of ulcers.
3. The damage to the tissue lining by stomach acids and enzymes is possible because of the damage caused by the bacteria. This casts doubt on the primary cause being lifestyle choices.

Conclusion
The concluding paragraph begins with a mention of the importance of the antibiotic treatment. The fact that stress is still thought by some people to be a factor ties the listening to the reading and completes the response.

PRACTICE WITH PARAPHRASES AND SUMMARIES

To write an effective response for the integrated writing task on the TOEFL iBT test, it is necessary to extract information from both the reading and the listening passages. To use this information in your response, you will need to be able to paraphrase and summarize ideas.

A *summary* is your condensed version of the ideas presented in a reading passage or a lecture. A *paraphrase* is an idea that you have restated in your own words. When you paraphrase or summarize, it is important to:

- Keep the same meaning as the original. Be careful not to change the meaning.
- Include only the author's information. Be careful not to add new information.

For a more complete explanation of paraphrasing and summarizing, see Note Taking, Paraphrasing, and Summarizing, pp. 52–62.

Exercises W33–W36 Use Exercises W33–W36 to practice your skills in paraphrasing and summarizing.

EXERCISE W33 *Paraphrasing sentences*

Rewrite the sentences on the next page in your own words.

Not until Edward Jenner developed the first anti-smallpox serum in 1796 was there protection against this terrible disease.

Defense against smallpox was achieved in the late eighteenth century with Edward Jenner's anti-smallpox serum.

Notice how the paraphrase differs from the original passage grammatically and in the words used. However, a different term cannot be substituted for the name of the disease or for the name of the man who developed the serum.

1. The Mediterranean monk seal is distinguished from the more familiar gray seal by its size.

2. Estimates from scientists suggest that only one percent of the world's extinct animals and plants have been identified.

3. Early sailors, navigating sometimes in uncharted seas, faced many hazards in reaching their destination.

4. This report from the United Nations suggests that water will be at the heart of many future international disputes.

5. Square-rigged ships, which can attain high speeds only when traveling with the trade winds, are no longer commercially viable.

6. A fine tomb, erected in the sixteenth century, marks the grave of the poet Geoffrey Chaucer.

7. There are up to 600 butterfly species worldwide known collectively as "swallowtails."

8. Even though city parks often serve as places of public entertainment and festivals, they can also be places where people can find peace and solitude.

9. Drying food by means of solar energy is an ancient process applied wherever crops and climatic conditions make it possible.

10. The Victorian constructions of Haight-Ashbury are among the few architectural survivors of the San Francisco earthquake of 1906.

EXERCISE W34 *Checking paraphrases*

Compare the following sentences and the paraphrase of those sentences. If the paraphrase does not mean the same as the original sentences, rewrite it so that it conveys the same meaning.

Original: People who have made significant contributions to humanity are granted a financial award from a legacy left by the Swedish scientist Alfred B. Nobel.

Paraphrase: Alfred B. Nobel from Sweden awarded important people money to help others.

The Swedish scientist Alfred B. Nobel left money to be awarded to people who have done something important to help humankind.

There are several mistakes in the paraphrase of the statement. Nobel left money when he died – he does not personally give out these awards. The award is not given to important people, but to people who make important contributions to society. People are awarded the money for what they have done; they are not given the prize money to help other people.

Original: Some Paleolithic artifacts are given special names indicating the location of their discovery.

Paraphrase: Paleolithic artifact names sometimes refer to the place they were discovered.

The paraphrase above contains correct information, so it does not need to be rewritten.

1. *Original:* The Seeing Eye Puppy-Raising Program places future guide dogs with volunteers who start preparing the puppies for the job ahead.

   Paraphrase: Volunteers prepare Seeing Eye dogs for the future needs of the blind by raising puppies for the program.

   _____

   _____

2. *Original:* The black moths surviving in industrial areas have become genetically more tolerant of pollution.

   Paraphrase: The black moth has survived industrialization by genetically adapting to pollution.

   _____

   _____

3. *Original:* Windmills have made a comeback in Denmark, where centuries ago the people of this windswept country used wind power to pump water and grind grain.

   Paraphrase: In Denmark, a windy country, the people have returned to using windmills to pump water and grind grain.

   _____

   _____

4. *Original:* In order to develop to its full potential, a baby needs to be physically able to respond to the environment.

   Paraphrase: Full physical potential is needed in order for a baby to be able to respond to the environment.

   _____

   _____

5. *Original:* Crazy Horse's vision of a painted rider galloping through a storm was seen as a sign that he would become a great warrior leading his people into battle.

   Paraphrase: Crazy Horse's people believed that his dream of a warrior riding through a storm was an indication of his impending leadership in battle.

   _____

   _____

EXERCISE W35 🎧 *Writing summaries of listening passages*

Listen to the following passages. Pause the recording after each one. Write a one-sentence summary of the passage you hear.

You hear:

Since the dawn of civilization, the bow and arrow have been used to secure food, protect people from enemies, and provide competitive games of skill. Although archery is no longer a necessary skill for survival, it is becoming increasingly popular as a sport. Today's bows are much easier to handle than those of the past were, but the basic form has not changed.

You could write:

While shooting with bow and arrow is no longer needed for survival, recreational archery is gaining popularity.

The essential information of the paragraph is that people still practice archery. The list of reasons for practicing it in the past and the change in bows for easier handling are details that can be excluded from the summary.

START ▶

1. _____

   _____

2. _____

   _____

3. _____

   _____

STOP ■

EXERCISE W36 🎧 *Revising summaries of listening passages*

Listen to the following lecture segments. Pause the recording after each one and read the summary of the lecture segment you just heard. The summary gives incorrect information. Rewrite the summary to give correct information.

You hear:

Scientists have reported that positive thinkers seem to live healthier lives. Even though this theory has not yet been proved, there is no doubt that positive thinkers live happier lives. They look at life with an attitude of hope that influences their environment in a way that creates positive results.

You read:

Positive results leading to healthier lives influence positive thinkers according to a theory proposed by scientists.

You could write:

According to a theory on positive thinking, the well-being of a person can be influenced by how he or she regards life.

START ▶

1. The main advantage of herding animals instead of killing them is that they can be bred selectively to produce more milk or more meat.

2. Fun-seekers maintain their thinking abilities into their old age because they have played general knowledge games.

3. The *kiva* was a circular walled area with a hole that held the entrance to the underworld for the Anasazi people of the American Southwest.

STOP ■

PRACTICE WITH INTEGRATING PASSAGES

The integrated writing task requires that you explain how the points made in the listening passage support or provide a different perspective on the points made in the reading passage. The passages you read and hear will contain numerous ideas. In order to explain how these ideas compare, you will need to paraphrase and summarize them.

Exercises W37–W40 Use Exercises W37–W40 to practice combining information from your paraphrases of the reading passages and your summaries of the listening passages.

EXERCISE W37 *Paraphrasing main ideas in reading passages*

Read the following passages. On your own paper, paraphrase the main ideas.

1. Shortly after eight o'clock on Sunday evening, October 30, 1938, many Americans became anxious or panic-stricken after listening to a realistic live one-hour radio play depicting a fictitious Martian landing at a farm in the tiny hamlet of Grovers Mill, New Jersey. Those living in the immediate vicinity of the bogus invasion appeared to have been most frightened, although the broadcast could be heard in all regions of the continental United States and no one particular location was immune. The play included references to real places, buildings, highways, and streets. The broadcast also contained prestigious speakers, convincing sound effects, and realistic special bulletins.

   The drama was produced by a 23-year-old theatrical prodigy named George Orson Welles, who was accompanied by a small group of actors and musicians in a New York City studio. The actual broadcast script was loosely based on the 1898 book *The War of the Worlds* by acclaimed science-fiction writer H. G. Wells. In the original Wells novel, the Martians had landed in nineteenth century England. More than sixty years after the 1938 event, it remains arguably the most widely known delusion in United States – and perhaps world – history, and many radio stations around the world continue to broadcast the original play each Halloween.

   Not only does the Martian panic demonstrate the enormous influence of the mass media on contemporary society, but in recent years an ironic twist has developed. There is a growing consensus among sociologists that the extent of the panic was greatly exaggerated. The irony here is that for many years the public may have been misled by the media to believe that the panic was far more extensive and intense than it apparently was. However, regardless of the extent of the panic, there is little doubt that many Americans were genuinely frightened and some did try to flee the Martian gas raids and heat rays.

2. The construction of the Brooklyn Bridge spanning the East River in New York City was one of the great engineering triumphs of the nineteenth century. The project, approved in 1866, met with its first setback with the death of its designer and chief engineer, John Roebling. His son, Washington Roebling, took over the work of supervising the project.

   Because work had to be performed below water level, enormous watertight chambers were developed. The bottom of each chamber was open and rested on the riverbed. Tubes extending above the water level allowed compressed air to be pumped in to prevent the entry of water and to provide air for the workers excavating the soil on the bottom. The extracted debris was removed through other vertical shafts. With the soil removal, the chambers sank into the riverbed until they rested securely on underlying rock. On their upper sides, the granite towers from which the bridge was suspended were built to the height of 270 feet above water level.

   To support the weight of the roadway, four immense spun-wire cables, 16 inches in diameter, were fed out from cast-iron blocks mounted on the tops of the towers. From the cables, steel rope suspenders reached down to the roadway itself, and steel stays leading directly from the towers to the deck gave extra support.

   Many novel problems were faced during construction. One was caused by the compressed air pumped into the chambers. Workers ascending too rapidly through the chambers suffered from the disease *the bends*, caused by nitrogen bubbles forming in the blood. Roebling himself became disabled by the bends and spent the remainder of the building period supervising from his apartment overlooking the river. Roebling's wife took over the management and eventually became an expert on bridge construction.

Despite numerous accidents, engineering difficulties, and some financial scandals, in 1883 the bridge was opened to public traffic, a testament to the determination, skill, and daring of those who envisioned and built it.

EXERCISE W38 🎧 *Summarizing listening passages*

Listen to the following lecture excerpts. On your own paper, summarize the important ideas. After you have summarized those ideas, write a topic sentence that gives the main idea of the complete listening passage.

START ▶

1. Topic sentence: _____
2. Topic sentence: _____

STOP ■

EXERCISE W39 🎧 *Linking ideas in reading and listening passages*

On your own paper, take notes on the following reading and listening passages to find the conflicting or supporting information. Paraphrase and summarize in your notes.

1. The use of fluoride in preventative dentistry has been a great breakthrough in improving the dental health of large populations. Small amounts of soluble fluoride ions are present in all water sources, including oceans, and also to some extent in food and beverages, although quantities vary considerably from region to region.

   The importance of fluoride for tooth development has been well documented in the scientific literature. Studies of data from as far back as the 1930s showed that children living in areas of naturally occurring fluoridated water had superior dental health to children living in areas where the water was relatively deficient in this element. In fluoride-deficient regions this element can be added to the water supply in minute quantities.

   When this is done, the benefits in improved dental health in the population exposed to fluoride-supplemented water are similar to those obtained by exposure to fluoride occurring naturally. In either case, researchers have observed the preventative effects working through various mechanisms, chief among which are that fluoride reduces the solubility of tooth enamel and also reduces the ability of plaque organisms to produce enamel-attacking acids. During the formation of teeth in the young, fluoride joins with the enamel surface and makes it harder and hence more resistant to decay.

   According to research, fluoride can even help repair cavities by rebuilding the enamel layer of teeth. Topical application by way of fluoride toothpaste or drops is also helpful in older adults since it can help prevent decay and sensitivity in the roots of teeth.

START ▶

(narrator) *Now listen to part of a lecture on the topic you just read about.*

STOP ■

2. The belief that animals can sense an earthquake before it occurs has been held since at least the ancient Greeks. Countries such as China and Japan, which suffer frequently from the devastation brought about by seismic disturbances, have a long history of attempting to use animals to predict earthquakes.

Apparently animals of all kinds act in peculiar ways just prior to an earthquake. Many animals have more sensitive auditory capacities than humans, and perhaps because of this, react to ultrasound originating from fracturing rock. Some researchers have also pointed out that some animals can pick up variations in the earth's magnetic field occurring near the epicenters of seismic events. Examples of unusual animal behavior include dogs barking for hours and wild animals appearing confused or losing their natural fear of people. Some people claim that even fish, reptiles, and insects engage in abnormal behavior at this time. Catfish, for example, are reputed to jump out of the water onto the land, and snakes have been seen leaving the nests where they were hibernating. Such strange behavior occurs from just moments before to a couple of weeks in advance of the quake.

A famous example of the successful use of animal behavior to predict a quake occurred in China in 1975 when the authorities ordered the evacuation of the city of Haicheng, just a few days before a 7.3 magnitude quake, thus saving the lives of thousands of people.

START ▶

(narrator) *Now listen to part of a lecture on the topic you just read about.*

STOP ■

EXERCISE W40 *Writing responses*

Use the notes that you took from the reading passage and listening passage in Exercise W39 to write responses to the following questions on your own paper.

1. Summarize the points made in the lecture you heard on fluoride, explaining how the points cast doubt on the points made in the reading.
2. Summarize the points made in the lecture you heard on earthquakes, explaining how the points cast doubt on the points made in the reading.

PRACTICE WITH ANALYZING RESPONSES

The list below covers the important features of a well-written response to an integrated writing task. You will not have time to rewrite your response during the test. Therefore, keep this list in mind as you organize the information and write your response.

1. Is there a topic sentence that introduces the main idea of the listening passage?
2. Have all the key points been presented?
3. Is the response well organized?
4. Is the information presented accurately?
5. Is the information presented in your own words?
6. Is all the information found in the passages?
7. Is the response cohesive?
8. Are the sentences written concisely?
9. Is the response completed with a concluding statement?
10. Have grammar and spelling errors been corrected?

Exercises W41–W43 Use Exercises W41–W43 to develop your skills in analyzing and scoring integrated writing responses.

EXERCISE W41 *Analyzing responses*

Practice analyzing responses by reading the following student-written answers to item 1 in Exercise W40. Use the questions on the previous page as a guide.

1. People are questioning the addition of fluoride to water since studies have shown that it may lead to potential health hazards.

   Fluoride exists in different quantities in our water supplies. Early studies showed that it was important for the development and health of teeth. According to these studies fluoride improved the enamel of developing teeth so that teeth were stronger, acid resistant, and helped the body rebuild damaged enamel.

   Without people giving their consent, fluoride was added to the water in some areas where the amounts were low. However, new studies do not show a difference between the development of healthy teeth in areas of low and high amounts of fluoride in the water. The extra fluoride in the water may actually harm the environment. Also, it has been shown to accumulate in people's bodies and cause side effects.

   People should not allow themselves to be guinea pigs in a fluoride experiment, and fluoride supplements should not be added to water or toothpaste.

2. Fluoride should not be added to water like the dentists said that it should in the 1930s studies. It has been found that the teeth of children in areas where there is little fluoride in the water are no different than those of children in areas where there is a lot of fluoride in the water. So the results of the early studies are wrong.

   Not only does fluoride not do all the things that it supposedly does, like reduce the solubility of tooth enamel and stop plaque organisms from making acids that break down enamel, but it also causes problems in the water supply, like is a poisonous waste in water. It can also cause side effects in animals, but I don't think animals should be used in testing experiments and neither should people. People should be able to say if they want to have fluoride in their water.

   In conclusion, our governments should not allow fluoride to be added to our water supply cause it is bad for us.

EXERCISE W42 *Scoring responses*

Read the following six student responses to item 2 in Exercise W40 and give them a score.

- A score of 5 is for a response that indicates strong writing abilities.
- A score of 4 indicates average writing abilities.
- A score of 3 indicates minimal writing abilities.
- Scores of 2, 1, or 0 indicate a lack of writing abilities.

When you are finished, compare the score you gave each response with the score given in the Answer Key. Read the analysis of the responses to understand the given score.

1. Score _____

   Animals seem to be able to predict that an earthquake is coming and therefore, can be used as a way to warn people to evacuate a city like Haicheng in China. However, according to the lecture, it was not animals that warned the people of a coming earthquake. The authorities order the city to be evacuated because there were small earthquakes before the big one.

Sometimes animals do behavior that isn't normal, like fish leaping out of the water and dogs barking all the time. Because animals have better hearing than people, they can hear the movement of the earth before the people. That is why the dogs keep barking. However, according to the lecture, animals don't act any differently. People just notice a behavior that they didn't noticed before because an earthquake didn't forced them to notice the strange behavior.

2. Score ____

People believe that animals and things like fish and snakes know when an earthquake is going to happen. They do weird things like jump out of the water and if people pay attention to the weird things they do, they would know that an earthquake starting.

The lecture say that it is not true that animals can to know that an earthquake happens. People focussing on their pets because of the earthquake remember different things that did not really happen. Stories of animals who run away is the people making up things because they have been upset by the catastrophe.

The Chinese City of Haicheng had a 7.3 magnitude quake in 1975 but nobody died because the authorities predict the big quake and told everyone to leave the city.

3. Score ____

The notion that animals could be used as an early warning signal to alert people of impending earthquakes is not supported by the proven evidence.

Many people believe that because creatures seem to know when an earthquake is going to occur and act strangely or go missing, they can be used as indications that there is danger. Because the animals have senses that are more acute than those of people, they can detect minor movements in the earth or changes in the earth's magnetic field. However, the evidence that people give is their personal interpretation of an event after the fact.

Supposedly, pets run away when they sense a pending earthquake. However, a California scientist researched reports of missing pets and did not find any correlation between the number of animals reported to have gone missing immediately before an earthquake and those reported missing during times when there is no seismic activity. People tend to remember events more vividly when suffering trauma caused by something like an earthquake and therefore, may remember their dogs acting differently. However, the dog may have acted that way before, but the pet owner did not notice because an earthquake had not yet occur to fix that behavior in their minds.

Even the evidence of the thousands of people being saved by animals in the Chinese earthquake has proved false because some shock waves occurred before the earthquake and this gave the people real warning of an impending disaster.

4. Score ____

There is earthquakes animal tell big. Go away and be saved.

5. Score ____

It has been believed since before the Greek civilization that animals can predict earthquakes. People report that animals act in strange ways and frequently evacuate an area before the earthquake occurs. They are able to do this because they have senses that are better than humans. According to many people, paying attention to these animal behaviors could be an important way to predict earthquakes and save the lives of thousands of people.

However, according to the lecture, it is not true that animals are a reliable way to predict earthquakes. It is true that animals have better senses, but that doesn't mean

they can actually predict earthquakes. The evidence that they can do this is based on people remembering something vividly because something bad happened. But what they remember is probably something that occurs normally that they had never paid attention to before.

A scientist in California did a study to see if there is a correlation between dogs running away from home and there occurring an earthquake. He did not find that dogs ran away any more often before an earthquake than at other times during the three year study.

Even the famous story of animals saving thousands of people in China in 1975 was disputed in the lecture. Apparently, some tiny earthquakes occurred first and this alerted the authorities to evacuate the city.

6. Score ____

The people believe that animals can tell an earthquake since the ancient Greeks. Animals have ears that can hear the earth move because of ultrasound. Even they know near epicenters. And animals predict an earthquake in China and saving the lives of thousands of people. So animals are good for people.

EXERCISE W43 *Scoring your own responses*

Look at the completed integrated writing responses that you wrote for Exercise W40. Use the list in Practice with Analyzing Responses, p. 424, to score your responses.

PRACTICE WITH RESPONDING TO THE INTEGRATED WRITING TASK

Now that you have studied the ways to approach the integrated writing task, analyzed problems in other students' responses, and written some of your own responses, review the steps to follow for writing the integrated writing task response.

Step 1 Read the passage carefully.

Reading passage

The remote Easter Island has been inhabited from about the fourth century CE. Much academic debate has centered on accounting for the origins of the people who migrated there and created its huge stone statues, which are the island's most well-known cultural artifacts. The Norwegian explorer Thor Heyerdahl believed that the initial colonization came from South America, several thousand kilometers to the east. He based his claims on several factors including the similarities in prehistoric cultural remains between parts of the continent and the island. In order to help prove his theory, Heyerdahl and his crew sailed a simple balsa wood raft from the Peruvian coast and reached the Polynesian archipelago using only the prevailing winds. His successful navigation bolstered the theory of the South American origins of the Easter Islanders.

Step 2 Make a list of the important points.

- Debate on who originally inhabited Easter Island in the fourth century CE
- Thor Heyerdahl noted cultural remains were similar to South America's.
- Thor Heyerdahl sailed from Peru across the Pacific Ocean in simple raft using prevailing winds. This showed it was possible for prehistoric people to make similar voyages.

Step 3 Listen to the lecture and take notes as you listen or immediately afterward.

Listening passage

OK. You're all familiar, I'm sure, with Heyerdahl's famous wind-powered voyage. His trip seemed to clinch the argument for the theory of the South American origins of the Easter Island people. However, nowadays most anthropologists tend to argue that the migration to the island came from Polynesia – uh, in other words, from the west.

So why did people abandon the idea that the migrants came from South America? Well, the evidence is partly linguistic. In other words, linguists have found clear similarities in certain linguistic features of Polynesia and Easter Island. Also, researchers have found similarities in the oral traditions – the stories and myths – and also of the material culture – the human artifacts – remaining. The two places share all of these things to a certain extent.

Finally, measurements of skull shapes, what is known as craniometric measurements, show that Easter Island skull measurements have more in common with populations in Polynesia than from uhh, skulls found in say Peru or other parts of South America. So for all these reasons, nowadays we tend to accept that the settlers of Easter Island came across the Pacific Ocean from the west, not the east.

Step 4 Listen to the task and write down the main points of the lecture.

- Linguistic features like those of Polynesia
- Stories and myths like Polynesians
- Skull shapes like Polynesians

Step 5 Listen to the task and make a mind map or outline to organize your response.

I. Evidence from reading that points to South American origins
   A. Cultural remains
   B. Prevailing winds for sailing to the island

II. Evidence from lecture that points to Polynesian origins
   A. Language
   B. Legends
   C. Artifacts
   D. Skull shape

Step 6 Write a topic sentence that expresses the gist of the lecture.

Thor Heyerdahl's theory that the Easter Islanders emigrated from South America in rafts using the prevailing winds has been shown to be unlikely.

Step 7 Write the response combining the essential information from the reading and lecture.

Keep in mind the list of questions in Practice with Analyzing Responses, p. 424. You will not have time to rewrite your complete response on the test, so check your sentences for clarity and correct information as you write.

One argument against Heyerdahl's theory is based on linguistic evidence. The language spoken by the descendants of these people has more Polynesian language features than features of South American languages. Stories and myths handed down through the generations also show more in common with those of Polynesian cultures.

Although Heyerdahl claimed a similarity to South Americans' ancient cultural remains, the human artifacts that remain have closer links to Polynesia. But perhaps the main argument against Heyerdahl's theory is that the measurements of skull remains of the Easter Islanders are similar to the Polynesian people and not so similar to measurements of South American people.

Step 8 Write a concluding statement that completes the response.

Heyerdahl's famous trip of several thousand kilometers across the open ocean in a raft gave compelling evidence toward his theory, but the opposing evidence seems more conclusive.

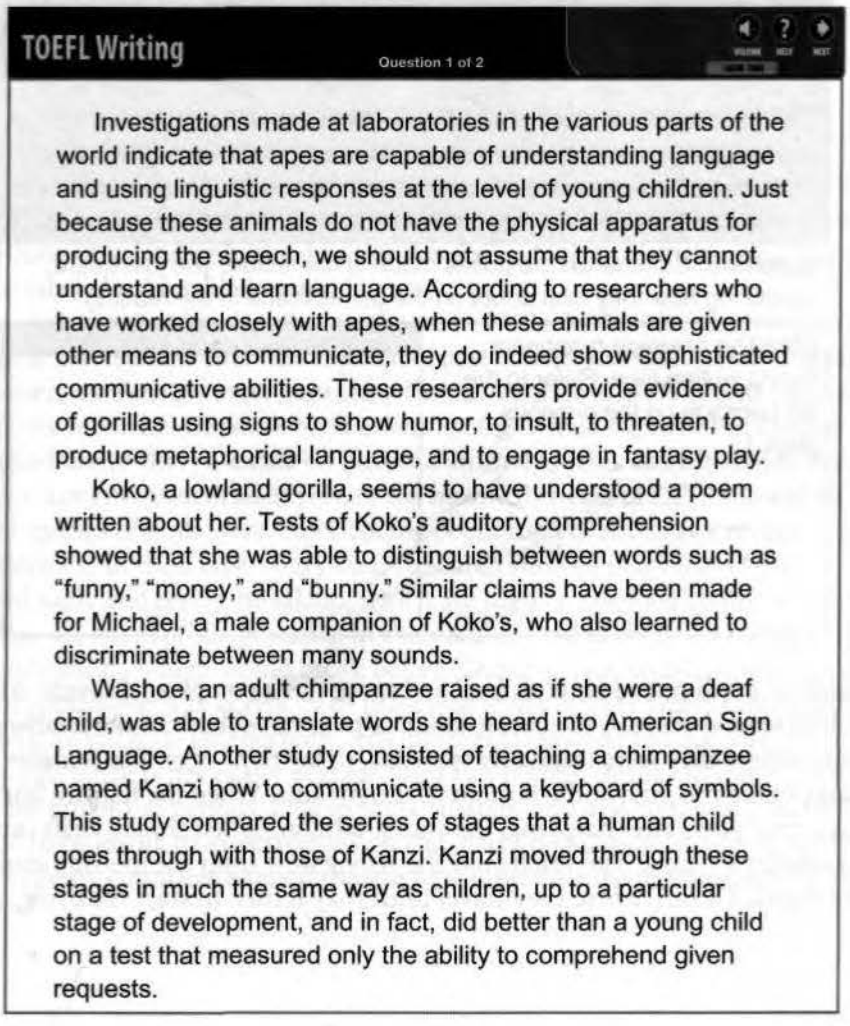
Step 9 Read over your response to make any final improvements.

EXERCISE W44 🎧 *Practice responding to the integrated writing task*

Plan your test preparation schedule to include writing integrated responses at regular intervals. Use the steps above to do the following integrated writing tasks. You have three minutes to read and take notes from the reading passage. Then you hear a related lecture. You may take notes. Try to write a 150- to 225-word response to the question in 20 minutes. This is the amount of time you will be given to complete the integrated writing task on the TOEFL test.

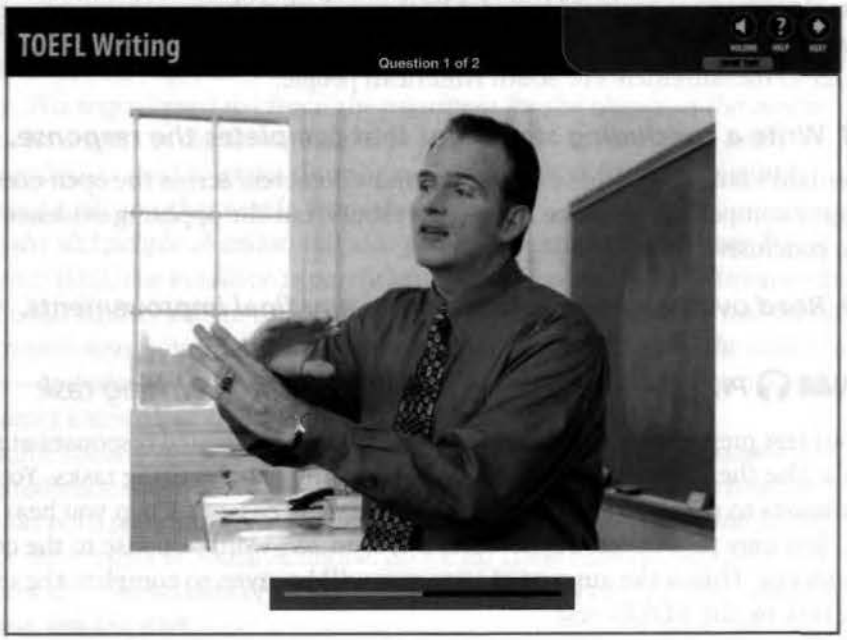
Type your response on a computer. The computer screens for the integrated writing task appear as shown in the first item below.

1.

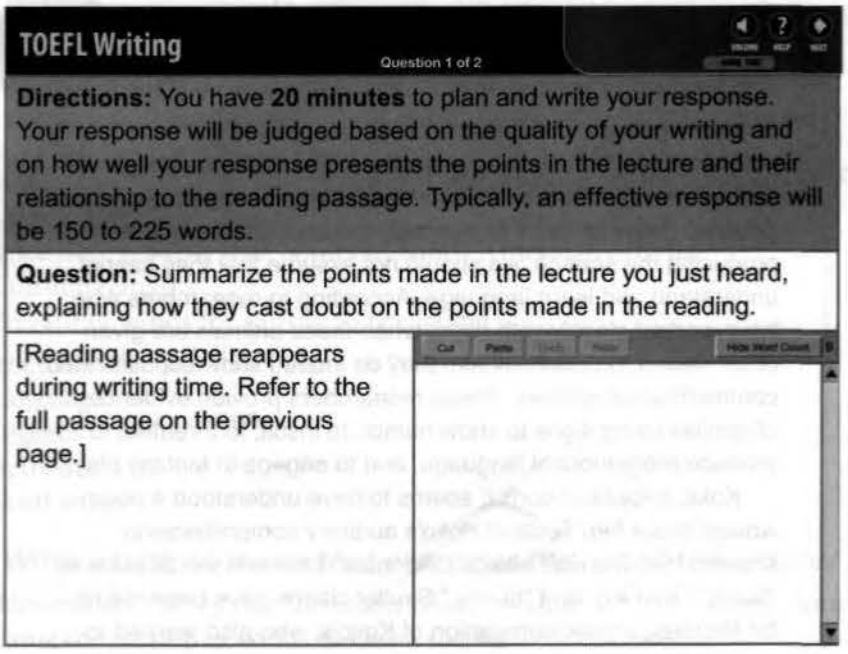


START ▶

(narrator) *Now listen to part of a lecture on the topic you just read about.*



STOP ■



2. Salmon, a fish prized for both food and sport, has a complex life cycle. After spending several years in the ocean, adult salmon travel back to the freshwater streams where they were originally spawned, to lay their eggs. The females bury the eggs under the sand at the bottom of the streams. When the fish are large enough, two years after hatching, the young salmon, called *smolts*, drift into rivers from smaller streams. The smolts use the strong flow from the melting snows to get to the Pacific Ocean, where they travel until they return to start the cycle again.

The damming of river systems in the northwestern region of the United States has had devastating effects on salmon. Not only are dams an obstacle for salmon navigating upstream, but they are also an impediment for the smolts traveling to the sea. The current itself has become very slow, not just because of the construction of numerous dams but also because companies intentionally operate the dams to slow the current. They store the water from the melting snow until the winter, when more electric power is needed. As fewer smolts reach the oceans and fewer adults return, salmon fail to produce a sufficiently numerous new generation. This could eventually lead to the extinction of the fish.

Attempts are being made to get the young salmon downriver more quickly. One such attempt has consisted of transporting the smolts by barge. Another suggestion, proposed by environmentalists, is to increase the rate of water flow. Also under consideration is the reduction of the water level in the reservoirs for a period in the spring when the smolts are migrating downstream. This would also increase the flow rate temporarily, without requiring massive amounts of water, and thus enable the young salmon to move downstream faster.

START ▶

(narrator) *Now listen to part of a lecture on the topic you just read about.*

STOP ■

Question

Summarize the points made in the lecture you just heard, explaining how they support the points made in the reading.

3. The insecticidal properties of DDT, a white crystalline compound, were discovered in 1942. During World War II this pesticide was used to control the spread of typhus and malaria. Then in the postwar era it began to be used extensively as an agricultural insecticide. Its success in eradicating malaria and controlling other insect-borne diseases dangerous both to humans and crops led it to be labeled a "miracle" pesticide.

Its usage increased and peaked in the early 1960s. In that decade, however, studies began to show that this method of pest control had serious environmental consequences. Perhaps most damaging for the reputation of DDT was the wide popularity of Rachel Carson's book *Silent Spring*, which exposed the dangers of continued use of this pesticide on bird and animal species and ultimately on human beings. Carson's influential exposé of the harmful effects of DDT showed that several species of birds were experiencing population declines as a result of ingesting this chemical in their customary diet. Research showed that birds of prey such as the bald eagle and peregrine falcon, which are high on the food chain, accumulated excessive amounts of the pesticide in their bodies, and this caused them to lay eggs with thin shells, which would break before hatching. Research also showed that the human population was at risk from increased levels of liver and breast cancer caused by exposure to DDT. Furthermore, environmentalists pointed out that the toxicity of this substance is not easily degraded and can remain in the environment and food chain for prolonged periods. Due to these reasons, and also to the fact that DDT seemed to be losing its effectiveness on the insect populations it was designed to control, many countries banned the use of this product during the early 1970s.

START ▶

(narrator) *Now listen to part of a lecture on the topic you just read about.*

STOP ■

Question

Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading.

Main points from the reading passages and listening passages for Exercise W44 are on p. 575.

Writing Section Practice Test

When you have taken the Diagnostic Test and completed the exercises recommended in the Answer Key for any Writing questions you marked incorrectly, you can test your skills by taking this Writing Section Practice Test. You can take this test either in this book or on the CD-ROM that accompanies this book. The Writing Section Practice Test in the book is identical to the Writing section of Test 2 on the CD-ROM.

During the Writing Section of the actual TOEFL test, you may not go back and check your work or change your response after you finish each writing task. Maintain the same test conditions now that would be experienced during the real test.

WRITING SECTION

Directions

This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture, and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

Now read the directions for the first writing task.

Writing Based on Reading and Listening

Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes on the passage while you read. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You can refer to the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, go on to the second writing task.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INTEGRATED TASK

Directions: You have three minutes to read and take notes from the reading passage. Next, listen to the related lecture and take notes. Then write your response.

TOEFL Writing Question 1 of 2

Tidal Power

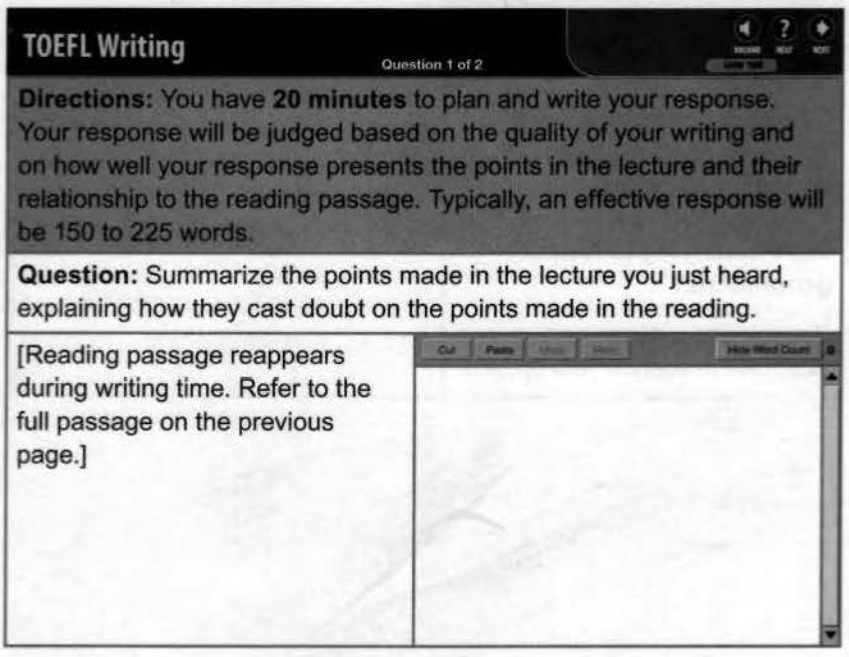
Technology is available to exploit the potential energy formed by tides for the generation of electrical energy. The basic structure is a barrage or dam built across a river estuary or at the mouth of a bay. This dam is similar to that used in hydroelectric power plants built across flowing rivers. At regular intervals along the dam, gates and turbines are installed. When the tide is rising, the gates are opened. This allows water to flow into the area behind the barrage, raising the water level there. When the water has reached its highest level, the gates are closed. Then the tide drops on the seaward side, and this trapped water is several meters above the sea level. The gates are then opened, allowing the water to discharge out. The force of the flow turns the turbines and generates electricity. It is also possible to use tidal energy when the water flows in the other direction – through the gates into the estuary from the sea.

In this way, four periods of energy production are possible every day, since coastal regions experience two high and two low tides in just over 24 hours. In order for practical amounts of electricity to be generated, the difference between high and low tides must be at least five meters. Tidal power is renewable, non-polluting, and contributes no greenhouse gases to the atmosphere. This kind of system can provide a useful energy supplement to other sources in an era of diminishing fossil fuel reserves.

START ▶

Now listen to part of a lecture on the topic you just read about.

STOP ■



Writing Based on Knowledge and Experience

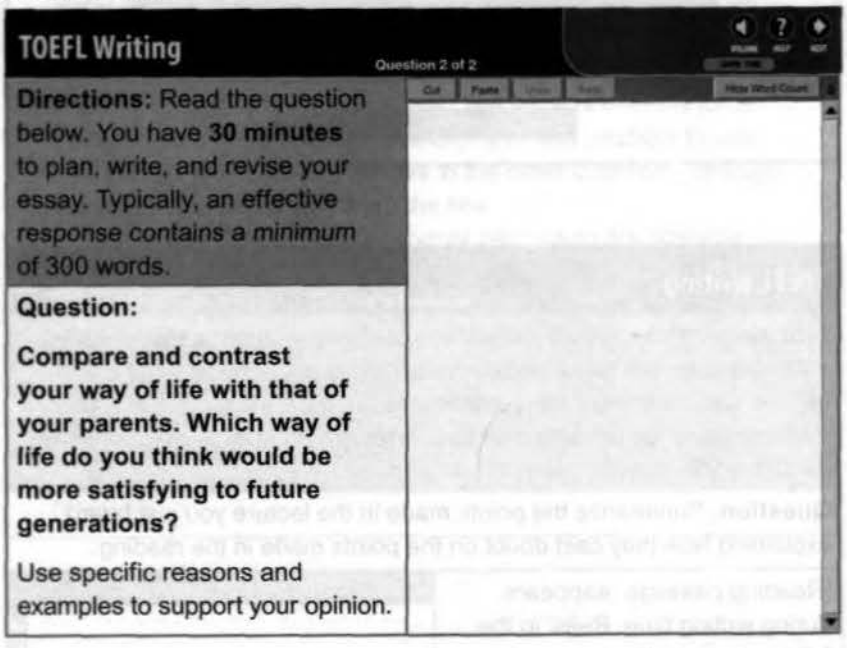
Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INDEPENDENT WRITING TASK



PRACTICE TESTS

Practice Test 1

READING SECTION

Directions

In this section, you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase followed by an asterisk (*). Go to the bottom of the page to see a definition or an explanation of these words or phrases.